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ABSTRACT

Based on position papers and proceedings of the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth, and Adults, the document presents approximately 50 brief articles for use by parents, teachers, rehabilitation personnel, and therapeutic recreation personnel. Sections cover the following topics (sample article topics in parentheses): perspectives on recreation (suggestions for activities and games); play, recreation, and leisure (arts and crafts, camping, and sports); leisure education (role of the school); special considerations in recreation (problems and issues); consumerism and advocacy for recreation (strategies for advocacy); evaluation in recreation (evaluation of motor skills); guidelines on recreation (recreation's contribution to rehabilitation and education); administration of recreation (coordinating development of services); and sources of information and assistance (regional centers, and information and research centers). Included is a listing of contributors with brief background sketches. (IM)

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Play, Recreation and Leisure for People Who Are Deaf-Blind

Edited by
JOHN A. NESBITT

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Play, Recreation and Leisure for People Who Are Deaf-Blind

EDITED BY JOHN A. NESBITT

Based on Papers and Proceedings of:
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What's In A Title?

The words "play, recreation and leisure" have been used because they represent significant relationships -

Play in childhood
Recreation for youth and young adults
Leisure for adults and seniors

For each stage of life play, recreation and leisure play important roles in basic health and fitness, in creativity and self-expression, in social and emotional adjustment, in intellectual growth and development and in personal satisfaction and fulfillment.

Providing services and facilities for play, recreation and leisure for the deaf-blind person is more important than for their nonhandicapped peers.

Why more important?

The deaf-blind person needs the associated cognitive and physical development that accrues to the nonhandicapped through their regular play, recreation and leisure activities. Play, recreation and leisure for the deaf-blind provide avenues for social and emotional development.

The person who is deaf-blind may have more or much more free/unobligated time in his or her life than the nonhandicapped person. This time can become enforced leisure, enforced isolation. We must strive to transform this free or unobligated time into meaningful personal fulfillment.

THIS BROCHURE

This publication is based on the Position Papers and Proceedings of the "National Institute on Program Development and Training in Recreation for Deaf-Blind Youth, Children, and Adults, USOE-BEH", held April 29-May 1, 1974, at the University of Iowa Memorial Union, Iowa City, Iowa. The Institute was organized by the Recreation for the Deaf-Blind Project of the Recreation Education Program, University of Iowa, under the sponsorship of the Bureau of Education for the Handicapped (Unit on Physical Education and Recreation), Office of Education, U.S. Department of Health, Education and Welfare.

The Institute was organized with the view that there existed a need for the initiation, expansion and improvement of recreation service to the handicapped. The stated objectives of the Institute were to:

I. Compile and synthesize existing knowledge and experience in recreation service for deaf-blind; and, develop guidelines for recreation service for deaf-blind administration, program and activity for Deaf-Blind Children, Youth, and Adults.

II. Determine specific problems, barriers and needs in the organization, development and provision of recreation opportunities for Deaf-Blind Children, Youth and Adults.

III. Develop strategies and planning to:

a. Initiate, expand and improve recreation programs for deaf-blind.

b. Develop instructional materials on the organization and provision of recreation services for deaf-blind at various age levels.

continued on page 33.

Perspectives on Recreation for Deaf-Blind

•The following perspectives and view are pertinent to gaining insight into the meaning of recreation - for the person who is deaf-blind, for the family of the deaf-blind, for a rehabilitation of deaf-blind worker and a deaf-blind recreation supervisor.

THE PERSON WHO IS DEAF-BLIND

by Robert J. Smithdas

It has been my personal experience as a deaf-blind person that recreation activities in many forms can be extremely beneficial to an individual who has lost both sight and hearing. Not only do such activities promote mental alertness and initiative, but they also serve a real purpose in developing a deaf-blind person's awareness of social graces and develop his physical coordination and sense of competition. Whether recreation is physically active or mentally challenging, it provides some of the best media for developing the total personality by expanding awareness of the world in which we live.

While I was growing up, I engaged in several physical sports, including swimming, wrestling, gymnastics, skating and horseback riding. I believe that all these activities were beneficial for me, as they helped me to compensate for poor balance caused by my handicaps by developing muscular control and physical coordination.

I cannot overemphasize my belief that they should be encouraged to participate in as many physical activities as possible. Even as an adult, I still continue a daily program of calisthenics which I feel is necessary for physical fitness.

Equally important are games in which two or more persons can participate--such as cards, checkers, dominoes, and others. Not only do such games provide participation and competition, but they are mentally challenging, stimulating a sense of fair play and confidence through direct associations with others.

Deaf-blind children can--and should--be exposed to as varied a program of activity as possible. and this can usually be achieved readily in most school environments. There is a very real problem, however, in exposing adult deaf-blind persons to the same type of program, as many live in communities that do not offer such activities, with the exceptions of some of our larger cities where interested agencies have established special programs for the deaf-blind. We urgently need to find ways to reach deaf-blind individuals who live in isolated areas, in order to keep alive their interest and zest in living as active members of society.

A PARENT

by Lillian Helgason

A devoted FAMILY and a happy home I think everyone deserves--but to our handicapped, I feel it should be a requirement. We have been fortunate to maintain harmony within our home--even though at times it seemed impossible. And our Deaf-Blind member has been blessed to have older and younger sister and brothers to lean on, to imitate, to share, to love, to play and fight with. We included her in every family function no matter what allowances we had to make. Some preach "Don't treat your handicapped any differently from your other children." That statement is fine because I feel we handle each person a little differently depending on their personality. But for the handicapped we do have to make allowances in order for them to enjoy whatever is planned. We as a family feel our Deaf-Blind multiple-handicapped member has enjoyed, and felt rewarded from everything we could manage from fun weekends on the lake, family trips, picnics, family reunions, taking part in Christmas festivities, Easter, Thanksgiving, family weddings--to sharing a bedroom with her sister. To Sherry this has been happiness.

A REHABILITATION WORKER

by Louis J. Bettica

In offering a service of Rehabilitation to deaf-blind adults an agency must be prepared to think in terms of a program that will provide each individual with the skills and experience necessary to successfully enable him to adequately cope with the hours of his life not occupied by educational or vocational pursuits. The handicaps of deaf-blindness have such an isolating effect on the individual and those around him that no education or rehabilitation program is really serving the total individual until it helps the individual to develop the skills that will add a greater meaning to life.

An important consideration is to recognize the fact that deaf-blind people are most likely the only group among the severly handicapped who cannot benefit from an entertainment program. The person who is totally deaf and totally blind can not sit passively and be entertained. For example, radio, television, the theater, movies, observing nature, and even the old American custom of "girl or boy watching" is impossible for them, since all forms of activity and information input must involve the sense of touch or sight.

Recreational and social activities are considered an integral part of the rehabilitation program at the National Center. We realize that the joys of victory, the pleasures of companionship, and having those lonely hours filled with thoughts of future plans of a positive nature, are as important to the deaf-blind person as food on the table, and if they are to survive this handicap which has proven so devastating to so many of their peers, these needs must be fulfilled. Although there are some recreational activities which can be performed by the individual alone, most important is the interaction with others and the challenge of competition shared with friends. Comaradarie, companionship, and respect for each other and for oneself can be acquired through such recreational activities.

For these reasons, which imply that education or employment alone may not solve the deaf-blind person's need for human relationships, recreation can be used as the bridge that could help each deaf-blind person travel from loneliness and isolation to socialization and a richer life.

A RECREATION WORKER

by Mary Ann Meyer

Two of the most important goals to be considered by therapeutic recreators for social readiness, for the deaf-blind children are:

1. Social awareness

a. recognizes familiar people

b. cooperates willingly on most occasions

c. has the beginnings of a desire to imitate

d. enjoys interaction with adults and frequently seeks adult's attention

e. shows some spontaneity in play

2. Intellectual activities

a. is able to direct his attention more than fleetingly

b. beginning to imitate briefly upon request–in accordance with his general level of functioning and understanding

c. remembers simple things, such as certain routine location of objects, or ways of handling certain objects

d. can solve simple problems encountered in everyday life, such as opening doors, finding a "dropped" object and so on

e. displays curiosity about his environment, is active rather than apathetic

f. self-motivation-occupation (non-destructive play) is self-iniative and self-sustaining for periods of perhaps twenty minutes; i.e., amuses himself constructively when left alone

g. perceptual ability; orients himself to the world through one dominent sense, and is beginning to use any residual amounts of the other senses in a "pre-supplementary" manner; in other words he is becoming aware of sensations received through his other senses but has not yet begun to use them discriminately.

I also have always maintained that a child learns by doing, rather than being done to. A passive attitude in a child must be overcome. He must experience interaction, active contact and give-and-take, with objects, situations, and people in order to grow and to really know.

A recreation worker must be enthusiastic! Have fun! If you aren't enjoying your life, it's a certainty that you won't be helping children to do so.

Feelings and attitudes are contagious. Foster in yourself "aliveness," interest and vitality - and as a consequence, these feelings will be activated in children. These children are very sensitive - they will pick up your feelings.

If a recreation worker is not awake to the wonders of the world, to the particular wonders of a child's world, he or she cannot awaken a child.

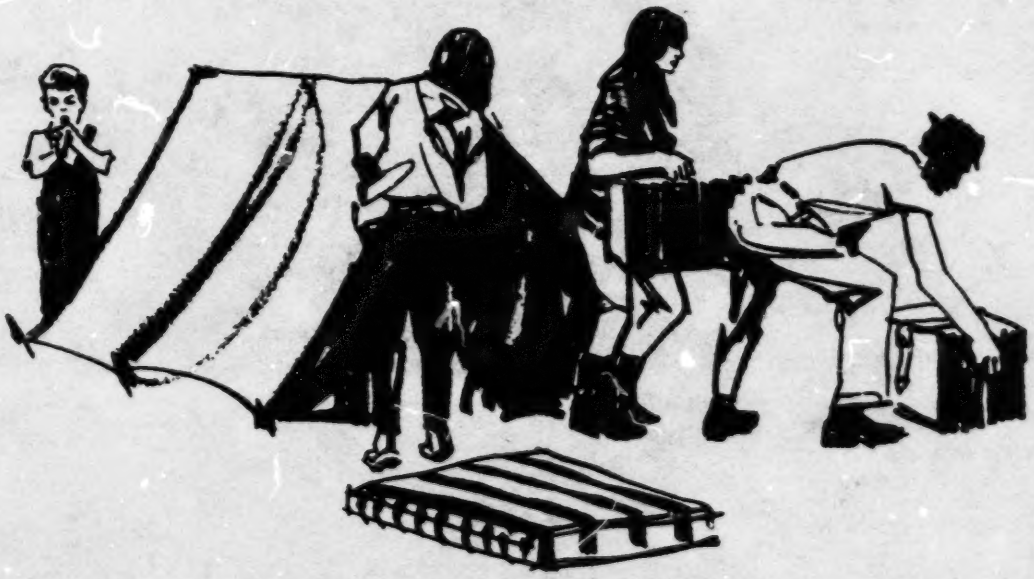
Time is precious to the deaf-blind child. At this level, working with artificial, abstract materials and situations should be at a minimum. Example: Dog - D-O-G. Forget about walking to the toy shelf and picking up a toy dog. You better take this child and go find a friendly, shaggy, lovable, lick-my-face-a-lot dog. The "toy shelf" world has less motivational value for these children since they have such a limited language.

Of course we must also be careful and practical–imagine the trauma resulting from sudden jumps from the dog and a dog bite.

We have a dog in our recreation department–that dog knows our general master plan so well that he knows when groups will be changing–and the hours of attendance of the younger age children. He knows who are the ear-pullers, who are the "kissers" and who are the "stompers." He also has returned lots of love.

LOVE–That is really a key word in this field. A recreation worker must show a child love, that you like him, that you're on his side. The desire to be active, and to relate must be instilled and nurtured in these children.

THINK POSITIVE–In a recreational situation in which a specific response is desired, the recreation worker should try not to display a negative attitude. In most situations with the younger deaf-blind–you're going to be on a one-to-one basis. If you are looking for a specific response–and get an incorrect one, and frequently undesirable behavior in general, it would simply indicate a need for more help, more time, more experience with the situation. You just have to



"set-up" situations so he can respond appropriately and desireably, so that you can reward the response and hence reinforce it. We should attempt to elicit desireable behabior so that it may be rewarded--and attempt to find ways of redirecting undesirable behavior.

PLAY IS THERAPY WITH YOUNG DEAF-BLIND CHILDREN

The type of an intensity of play is correlated to a greater degree with mental and emotional development rather than physical development. My goal here is to preserve or foster in the child initiative and spontaneity of expression in play.

There are all types of play that I use and I will use the term "toys" loosely because most "toys" are of limited value to the deaf-blind child.

1. Creative materials:
paints, crayons, clay, etc.

2. Exploration of environmental objects:
door latches, banging doors, going up and down stairs, exploring waste baskets and drawers, crawling into boxes, water faucets, paper punches, wheels, just about any and every object in existence

3. Conventional toys:
push and pull toys, wind-up, turn-the-cranks, etc.

4. Natural materials:
mud, snow, water, wetsand, sticks, stones, leaves, and so on.

5. Outdoor materials:
wagons, trikes, slides, trees, bushes, hills, etc.

6. Motor activities:
running, jumping, climbing, tumbling, etc.

7. Environment "toys":
dress-up clothes (mother's dresses, father's ties)

In conclusion, I'd like to say that Lowenfield explains, "that one of the intrinsic qualities in a child is the **creative spirit** (that drive to explore, to discover, to use his ability for new adventures.)"

That creative drive is basically as much a part of our deaf-blind children as it is of any human child anywhere. The point for all of us therapeutic recreators to remember is, the fulfillment of the creative drive must be **PERMITTED.** (Not long ago I was in the swimming pool with the deaf-blind children from the unit on the Iowa Braille campus. It was great fun until I heard the comment, "Don't splash the water!!" Well, in the first place it was the wrong thing to say--everyone but the adults were deaf--right? In the second place--why not?!! Water runs, water drips, water trickles, water is cool, water is wet, "I can kick, I can hit" says the child to himself. But why not splash? Who cares? **Permit** him to use his creative drive!!!) The deaf-blind child must be permitted to fulfill this creative drive. Hopefully, if properly fostered, the creative spirit will come to find expression in every facet of these childrens' lives, every thought and action.

So, deaf-blind children are telling us something. I feel the most important message is, "We are children--we deserve to live in this world--with dignity and acceptance."

SHARED BEAUTY

I cannot see a rainbow's glory spread
across a rain-washed sky when the storm is over;
nor can I see or hear the birds that cry
their songs among the clouds, or through bright clover.
You tell me that the night is full of stars,
and how the winds and waters sing and flow;
and in my heart I wish that I could share
with you this beauty that I cannot know.
I only know that when I touch a flower,
or feel the sun and wind upon my face,
or hold your hand in mine, there is a brightness
within my soul that words can never trace.
I call it Life, and laugh with its delight,
though life itself be out of sound and sight.

Robert J. Smithdas, Litt.D*

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Play, Recreation and Leisure Activities for Deaf-Blind

PLAY AND NONSTRUCTURED RECREATION ACTIVITIES FOR THE DEAF-BLIND

by Joel R. Hoff

Preface

While it is difficult, if not impossible, to discuss all aspects of Play and Nonstructured Recreation Activities for the Deaf-Blind it is less so if we break the topic into subtopics. I have, therefore, divided the subject by age groupings, i.e. preschool age, school age and post school age, knowing, of course, that there is an overlap of activities from one group to another due to individual differences. If one really analyzes this paper or applies its contents to specific individuals, one would find great disparity because each deaf-blind person, although similar in the broadest sense, is extremely different in degrees of deficit of handicapping conditions and environmental and hereditary factors. With this knowledge then, that there are exceptions to all that follows, I will proceed.

Preschool Age

If left to their own devices, most preschool, deaf-blind children occupy their time with self-stimulating activities such as light gazing, rocking, aimless meandering and/or other unique and bizarre behaviors. These are usually done in a habitual manner to the exclusion of more beneficial experiences. These children quite often exclude social interaction entirely only impersonally tolerating adults, who serve their basic needs. To us, as interested adults, these behaviors are inappropriate and some sort of intervention is necessary.

Since the preschool deaf-blind child has little, if any, interest in anything above the sensation level, nearly all intervention must be forced and contrived to follow usual developmental patterning appropriate for the child. The child doesn't know it, but he needs a variety of experiences in order to be able to make choices of what he will do with his leisure time. These experiences should include much physical contact and imitative play, physical contact to develop his social relationships and imitative play to develop awareness of his body parts, physical coordination, observation skills and the rudiments of a communication system.

School Age

The school age group, if they have developed their social, motor and preacademic skills at appropriate times, have the potential for developing a variety of recreational skills depending upon their interests and the severity of their handicaps. I have observed some school-aged, deaf-blind children playing "school" (teacher-learner interaction). I have seen boys appropriately rough-housing and others playing a modified form of "21" with a basketball. Several girls were observed as they practiced baton twirling and marching. These activities were being accomplished without adult encouragement or direct supervision, although there had to have been some prior stimulation. All of this group had defective, but useful, vision. For those without useful vision, the leisure time activities are usually more sedentary or involve the assistance of a sighted person.

Post School Age

The post school or adult deaf-blind person, if he has had good training or has lost his vision and hearing in late childhood or after, has the experiences necessary to enjoy a number of recreational activities. Those less fortunate will be at some point along the developmental line from preschool onward.

The Problem

All of the above is realistic as far as it goes, but it doesn't go far enough. What I've said so far somewhat makes deaf-blindness seem to be a relatively minor disability when, in reality, being deaf-blind is devastating and compounds the problems of nearly every aspect of every social or recreational activity.

1. Because of their sensory deficits, they miss most of the opportunities to learn on their own. Most of life's usual recreational experiences pass them by.

Example - The deaf-blind child, while sitting idle, doesn't hear the shouts of children outside who are playing softball nor does he see them play if he goes to the window...or he may hear them indistinctly and be unaware that they are the source of the sounds or he may see them as a blur and not be able to get the idea of what is going on.

Sometimes they learn of an activity, but cannot pursue it further.

Example - Perhaps the boy has learned, with the help of a friend, how to hit a ball with a bat and how to run the bases and really enjoys the activity and would like to do it again, but no one takes him to the field nor even gives him an excuse why he can't play again.

2. Because of their deficits, they are avoided or ignored. Many of us are afraid to become actively involved with these children.

a. We are afraid we can't cope...that we'll fail because we don't know techniques which we are sure must exist.

b. Some of us are just not willing to take the time and expend the energy that such involvement entails.

c. Another type of avoidance is the avoidance that experience has taught us.

Example - If a deaf-blind person finds a friend who is willing to become involved in some form or forms of recreation, he quite often "clings" to that friend because he wants the friend to be nearby and always available. He unknowingly makes a pest of himself. It is understandable, of course, since the deaf-blind person has all sorts of time on his hands...free time...and is unaware that others have a variety of obligations. The friend soon has had his fill of activities and begins to avoid involvement.

Basically, there are two problems...first, the deaf-blind person and his deficits and second, **us**, the normal public, and our reluctance to become involved. What we, as workers with deaf-blind persons, must do is teach **around the deficits** to develop skills, both social and recreational, to make the deaf-blind person more capable of using his leisure time constructively. Also, we must find a means to show us, the normal public, that our involvement with deaf-blind people will be pleasurable and fulfilling.

YOUTH PROGRAMS STUDY GROUP

by Ron Gaecko

Four Things Important to Remember:

1) Definite sensitivity to students of the population - they are different
a. sensitive to what you are experiencing
b. how you are experiencing it
c. what you can do to enrich it

2) It is an individualized population so use an individualized approach - mostly 1:1.
a. the program should not be too long - maybe 15 minutes
b. there should be a lot of repetition

3) Volunteer selectivity, interest, training
a. spend a lot of time training volunteers
b. introduce the volunteer gradually to the program
c. they should receive a lot of information prior to working with the kids

4) Evaluate the benefits of what the program is giving to the child - really giving
a. remember, you are having to work with a functioning level
b. there may be no continuity or homogeneity

Program for 13-18 - what is germane to it -
1) knowing what kids this age are like
2) know the biological state of the kid
3) in Chicago run a coffee house - bring in friends - create a normal situation - like what activity would be for anyone - socialize on 1:1 with someone else
4) development of social awareness and integration with other populations is important
a. go to recreation with a population of other kids, other populations support the child
b. the more stimulus from external sources the less internal stimulation is needed

They do not possess skills to get along on their own - they need something they can orient themselves to.

5) Teaching of knowledge and skills is necessary for youth.
Know how to teach skill development
a. know what normal development would be
b. teach a way of life

6) Promote and overcome something through games
7) Have deaf-blind react to each other rather than to the coordinator/leader
8) Stress a lot of togetherness - this is their world - this is where it's at now
9) Be realistic as to what their capabilities are - not what looks good on paper
10) Work with a classroom teacher - have recreation activities fit in with class activities
11) Don't have a 24 hour structured program - the child needs a rest too
12) The child has to trust the volunteer - don't keep changing on them. The kids can tell.
13) Deaf-blindness has built in fears
14) Parents a lot of times are very ill-informed about their children
15) Get to know the parents
16) You have to determine when the deaf-blind should be a residential or a day school student
17) Counseling and outreach programs are important for the whole community
18) In summer, let the parent work with other community organizations

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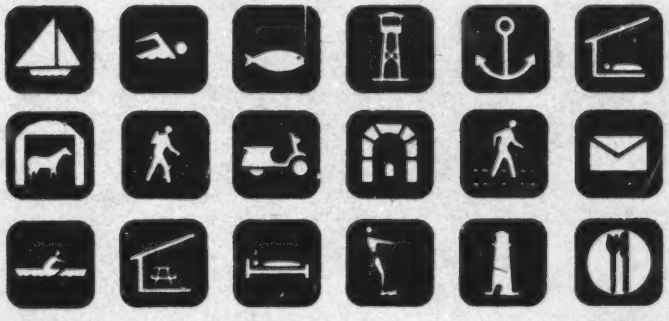

ADULT PROGRAMS FOR DEAF-BLIND

by Vera H. Schiller

The hope was expressed that each of the participants in the Institute would regard himself as an advocate for the Recreation needs of the Adult Deaf-Blind population.

A large proportion of deaf-blind adults have reached adulthood as deaf, seeing individuals. As they begin to lose vision, many of their former living patterns are severely disrupted, their sense of independence shattered, and their self-confidence shaken. If, through recreation programs, they can be helped to cope with these changes they can frequently be encouraged toward the next steps in rehabilitation. For older deaf people who become blind, the need to reach out and locate them was stressed since many are unable to ask for services or locate appropriate resources.

Throughout the country there are many deaf-blind adults who are leading full and satisfying lives; maintaining their homes; working at productive jobs; enjoying valued leisure time activities. This human resource has much to offer the "professional" by way of guidance and should be given an important role in the development of new programs.

Regional Representatives of the **National Center for Deaf-Blind Youths and Adults** are available to establish contacts between known deaf-blind adults and the professionals who can learn from them.

Notes

National Center is a halfway house and has vocational training funded through vocational rehabilitation.

There are a large number of deaf-blind adults beyond vocational rehabilitation age. Many of the adults are fifty year old deaf who then become blind.

Some of the medical problems are cataracts, glaucoma, diabetic retinopathy, Usher's Syndrome, developmental cataracts over central vision. These problems affect 50% deaf-blind adults known to us. Late adolescence and early adulthood are times to lose peripheral fields of vision. Retinitis pigmantosis is one disability. It is genetically transmitted. Eye exams are essential for every deaf or hearing impaired person. Also hearing checks are needed for visually impaired.

They use their fingers to print, paint, and move. Deaf people that have loss of vision feel completely destroyed. They develop their own sign, non-standard. In group homes many just sit. They need interpretation services.

More advocates are needed for Deaf-Blind persons.

Summer programs are needed. There is a continuing need to solve transportation problems.

What can be offered:
- Summer camp program
- Bowling, swimming, boat, horseback riding, relay races, games
- Bring in young volunteers who know signing

Start thinking of the older person who is lost without some intervention or assistance.

Help social agencies become aware of Deaf-Blind.

They must be reached through:
- Deaf-Blind Centers in cooperation with NTRS
- Work Study Programs
- Summer student volunteers, paid experienced workers.

ARTS AND CRAFTS FOR THE DEAF-BLIND

by Cliff Seymour

Basically the Arts and Crafts program for the Deaf-Blind should have six major purposes.

1. **As an end in themselves** - to satsify the normal human needs and drives which the Deaf-Blind show with all persons.
2. **As a diagnostic and evaluative tool** - to determine the capabilities, weakness, and needs of the Deaf-Blind individual.
3. **As a specific tool in rehabilitation** - which may be used to develop physical, social, or intellectual growth, or to minimize overall disability.
4. **As a specific skill** - which may be used in the area of leisure.
5. **As a communication tool** - as the Deaf-Blind individual should be integrated with the nondisabled peers. Thus poses a difficult problem.
6. **As a revitalization tool** - helps the adult population of the Deaf-Blind to reassure themselves of human dignity, enriched, a new life, and provides the renewal of old friends.

RECREATIONAL CIRCUITS FOR DEAF-BLIND

by Janice K. Thomas

Circuit training is a relatively new concept in physical education. Basically, a circuit is several different activities performed in separate designated areas for a specified time. Small groups are stationed at the different areas and rotate to a new station or area when the time allotted has elapsed. Circuits may be organized in numerous ways and for as many different purposes. Calisthenics are often performed in a circuit to heighten interest and motivation. One might spend two minutes at each of the following stations in a calisthenics circuit: 1) jump rope, 2) sit-ups, 3) running in place, 4) push-ups, 5) squat-thrusts. The number of sit-ups, push-ups, etc. an individual performs during the two minutes may be counted daily so the progress may be easily measured.

The time spent at the stations should vary with the attention span of the children going through the circuit and the number of children in each group. Our children are divided into four groups of four each, which spend eight minutes at each station. Explicit directions are posted at each station or "specialists" at each station may direct the activities. It is important to repeat the same circuit several times so that the children may become competent at the activities. If the circuits are constantly being changed, the children may not have enough time to succeed and will, therefor, become frustrated. All of the stations could be set up in different areas of a gym. Barring access to a gym, however, classroom, hallway, and even dormitory space may be utilized. During warm weather, some stations may be set up out-of-doors.

The four circuits outlined below were designed for multi-handicapped children ranging in age from four to thirteen years. Deaf-blind and other severely handicapped children are often trapped within themselves; they demonstrate little interest in their environment and may even exhibit autistic-like tendencies. It is up to the physical educator and/or recreation therapist to introduce such children to constructive recreational-type activities; to teach them how to play. The activities included in the circuits promote socialization and often serve either as a review of a preview to an entire unit of similar activities included in the motor development program.

The number of circuits possible, including many varied recreational-type activities, is limited only by one's imagination. We in the Deaf-Blind Program at the Colorado School for the Deaf and the Blind have found circuit training to be a very successful method in teaching children how to play constructively.

RED CIRCUIT

1. Horizontal Bar
2. Wastebasket Ball
3. Tumbling-Dual Stunts
4. Rocker Board and Spinner
5. "The Numbers March" and "I Tiptoe"

GREEN CIRCUIT

1. Leap Frog and Tunnel
2. Run on "Stop" and "Go" Signs and Train Run
3. "Simon Says"
4. Scooter Board Push Thru Weave
5. Bat Balloon Stunt From Ceiling and Catch

BLUE CIRCUIT

1. Soccer Bompers or Pillow Fight
2. Gunny Sack Pull
3. Weave Thru Cones
4. Scooter Board Push
5. Tumbling-Log Roll and Angel Balance

YELLOW CIRCUIT

1. Relays
2. Scooter Board Pull
3. Mini-Stilts
4. Mini-Trampoline and Spring-O-Lene
5. "Put Your Hands Up in The Air" and "Rub Your Tummy"

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RECREATION FOR THE DEAF-BLIND: WHAT AND HOW

by John A. Nesbitt

The following definitions may be used by persons working in recreation for the person who is deaf-blind.

Recreation Activities

Recreation is generally associated with arts and crafts; cultural activities; dance; drama; entertainment; hobbies; mental and literary activities; music; nature activities; social activities; special events; sports, games and athletics; tourism; and voluntary services.

The following are definitions of recreation activities:

Arts and crafts: Activities which provide a creative outlet and expression, usually manual, such as drawing, modeling, painting, sculpting, sewing, photography, weaving and woodworking.

Cultural: Activities such as arts and crafts, dance, drama, special events and sports that have special historical, ethnological or social significance for the participant such as holiday ceremonies, pageants, national celebrations. Cultural activities are often described as custom, tradition or folklore.

Dance: Activities which provide for rhythmic expression through patterned movements such as folk, social, modern and classical dance.

Drama: Activities which provide opportunity for creative expression through storytelling, skits, plays, pageants and shows.

Entertainment: Activities of a passive nature which engage the attention in a satisfying manner such as television and radio or as a spectator at theater, sports events, etc.

Hobbies: Activities carried on during leisure which are characterized by the participant's interest over a long period of time such as collecting antiques, coins and stamps or cooking, gardening and home mechanics.

Mental and literary: Activities which provide intellectual outlet and creative expression such as reading, discussion groups, card games, public speaking, gameboard activities and writing.

Music: Activities providing expression through rhythm and melody such as listening to or participating in glee clubs, bands and concerts.

Nature: Activities that involve being in, using, or interpreting the natural environment such as camping, hiking and nature study.

Social: Activities engaged primarily for the satisfaction derived from the social experience such as parties, picnics, banquets and club meetings.

Special events: Organized activities that require special planning such as celebration of special days and holidays, festivals and fairs.

Sports, games and athletics: Activities involving gross physical movement such as low-organized, informal **games**, e.g., tag and relays; individual, dual and team **sports** usually requiring facilities and equipment, e.g., fishing, horseshoes and volleyball; and organized **athletics** which require special preparation, conditioning, etc., e.g., track and field meets, synchronized swimming.

Tourism: Activities characterized by travel away from one's home without renumeration such as outings and hosteling to sites of historical, cultural and natural interest.

Voluntary Service: Activities that are inherently satisfying such as board member, group leader, team coach or instructor, performed voluntarily without remuneration for the benefit of the community.

Recreation Service: Organized help, aid or assistance which provides individuals with the opportunity to have the experience known as recreation. Generally, local recreation service is characterized by the provision of financing, personnel and leadership, equipment, facilities, supplies and the organization of activities. The **recreation program** is the combined result.

Recreation service provided by community agencies encompasses planning to achieve societal goals such as citizenship, personal growth, physical and mental health and social training.

Adapting Activities

There is a 'natural inclination' to assume that there are certain activities that will be suited to people who are deaf-blind. This natural assumption is a little like the inclination to speak loudly to a person who doesn't speak one's own language. We have seen this occur on the streets of our metropolitan areas; we may even have done some of the yelling ourselves. Of course, yelling doesn't do any good. And, it doesn't do much good to assume that some recreation activities are more appropriate for a person with a particular disability than other activities.

We have had the same tendency in vocational rehabilitation with the idea that certain disability would do better in certain jobs. Hopefully, there is very little of this kind of thinking around. People do well in particular jobs because of their basic interest, aptitude, training and motivation. The same thing applies to recreation, only moreso. Rather than trying to associate particular recreational and cultural activities to a person's handicap, the person should be encouraged to pursue his or her personal and individual destiny in recreational and cultural activities, to pick the thing that he or she wants to do, not what is convenient or appropriate. Then, the handicapped person and those who want to help him or her should set about adapting the activity, the rules, the equipment, the facility and anything else that needs to be adapted to make the activity possible. Adaptation takes imagination, creativity, initiative, flexibility and perseverence.

The Golden Rule of Recreation Adaptation is:

"Thou shall adapt any recreational or leisure activity to the degree necessary to make that activity feasible for the handicapped participant."

First rebuttal: What about dangerous activities?

Answer: Adapt the activity so that it is not dangerous but still fun.

Second rebuttal: But, wouldn't certain activities be better for the participant?

Answer: By definition, they can't build the person's sense of self-direction, of decision making, of testing one's own ideas, of making one's own mistakes.

Third rebuttal: Can we afford not be working toward a rehabilitation or education objectives?

Answer: Yes, we can because by working toward a true individualized non-graded objective that the participant has selected we hope to contribute to that person's ability to guide and take satisfaction in the literally hundreds of thousands of hours of leisure that lie before him or her.

CAMPING FOR DEAF-BLIND

by Ingrid Watkins
Perkins School

To become comfortable and thus enjoy the outdoors, one must acquire a certain familiarity with nature and develop skills in living outdoors. A handicapped youngster is less likely to attain these goals independently. He has difficulty dealing with his immediate environment and this aspect of his education, though vital, is neglected for the more pertinent aspects of life such as self-care and vocational skills. A child less likely to have an experience in camping than even an orthopedically handicapped, a blind child, a deaf child, or a retarded child is the deaf-blind child. This youngster is multihandicapped. He needs other more involved means of learning than other handicapped children.

An orthopedically handicapped child can hear what is said. He can see and visualize objects, such as birds, at a distance. Generally, he is at a normal academic level of understanding. A retarded youngster can hear and see, but is a low level academically. A blind child can hear, and see much with his hands. A deaf child can see and read small print--the normal presentation of public information. His language level is a bit lower than a more hearing counterpart, **but it is not at the low level of the deaf-blind child. A deaf-blind child with some degree of retardation must be taught at a low level academically. This should be according to his level of understanding language. Material must be presented at his level and in a method which he can grasp. Some of these children are speaking; others finger spell; and still others use signing. Some of the children read large print; others must use braille. A few can read small print, but only for short periods of time. Thus, material must be presented in a unique manner.**

A deaf-blind child can gain much from the outdoors. His language learning is extended to the outdoors through camping. His experience will be much enriched through this weekend in a more enjoyable and meaningful way. The deaf-blind youngster will have an opportunity to develop a sense of comaraderie and participate in group responsibility. Through nature studies planned at the academic level of the child, he will become familiar with and appreciative of nature. By cooking outdoors the youngster will become more confident in his own ability to do. He will have acquired camping skills which will make the outdoors more enjoyable. By following safety precautions in cooking and hiking, and learning the WHY of safety outdoors, the youngster will become oriented to the outdoors. After all is said and done the child will have had fun accomplishing all this and more.

GENERAL OBJECTIVES

To have fun.
To expand the children's experiences to the outdoors.
To become oriented to the outdoors.
To become familiar with nature.
To develop within each child a sense of group responsibility.
To develop a sense of independence.
To develop a common sense through problem-solving situations.
To develop a sense of comaraderie within each child.
To develop gross motor skills through hiking.
To acquire some basic camping skills.
To develop within each child a sense of self-confidence and trust in a new situation.

SPECIFIC OBJECTIVES:

•Cooking
To work in a group effort.
To build a campfire. (optional)
To cook at least one well-planned, well-cooked meal.
To wash dishes outdoors.
To put out the fire.

•Nature Studies
To identify a tree.
To identify a bush.
To identify a vine.
To identify a plant.
To differentiate through identification and description a tree, a vine, a bush, and a plant.
To sleep outdoors one night (optional)
To hike through the woods.
To fish early in the morning. (optional)
To learn about ecology.

•Campcraft
To make a tin can stove.
To lash at least two sticks together.
To cook dough boys.
To build a lean-to.
To set up a simple tent.
To learn camp safety.

•Campfire
To build a campfire.
To split a log.
To put a log on the fire. (optional)
To roast a marshmellow.
To put out the fire.

CAMP RULES

No bare feet.
No running in the woods.
Do not drink out of the lake.
Do not litter.
Do not pick any plants.
Do not go out alone.
Always carry a flashlight at night.
Never leave your campfire.
Always have a bucket of sand or water next to your fire in case of emergency.
Do not get up until 7:30 a.m. except those people who are cooking breakfast.
People cooking breakfast may get up at 6:45 a.m.
Report any accident immediately no matter how minor it may seem.
Always tell someone where you are going.

DESIGNING A RECREATION PROGRAM

by Carole J. Hansen

I. DEFINITION OF PROGRAM

A. activities specifically structured and planned - with direct leadership

B. opportunities for self-directed
- •self-chosen
- •self-planned

C. consultation, cooperation
- education of the consumer

II. CONSTRUCTION OF PROGRAM

A. goals and objectives
1. of the organization
2. of the recreation program
3. of the individual participant

B. individual - variety of terms
participant
client
patient
1. who is the person? (or the people) we are planning for?
2. sex, age, skill level, ability level, interest, restricting circumstances
3. needs of persons

C. areas and facilities
1. setting
-school
-residential
-home
-in community
2. indoor facilities for recreation available
-buildings and centers
-specific rooms
-gymnasium
-recreation rooms
-lounges
3. outdoor recreation facilities
-pools
-playscapes, playgrounds
-nature areas
4. special recreation facilities
-special "learners" pool
-special "recreation environment"

D. equipment and supplies

E. program areas
-sports and games
-aquatics
-dance
-music
-drama
-arts and crafts
-outdoor recreation
-social
-literary

F. form of program
-competitive
-class
-club
-drop in
-outreach
-for group of persons or individual
-learn social interaction
-learn competition
-learn fun, enjoyment

G. length of the program
-number of hours per day
-number of times per week
-number of weeks
-seasonal changes

H. cost:
leadership
materials
equipment
facility

I. leadership
-who is available?
-who do you need?

J. administration
-support
-cooperation

K. promotion

L. evaluation
-goal accomplishment
-attendance
-skill development

Paraphrase:

Many responsibilities and necessities dictate work and planning that must be done in educating and training the deaf-blind individual and individuals. Administering budgets, manipulating pressure groups, putting aside space, planning for the future are certainly important. They are necessary functions, but what about program: those magic moments of joyous participation that erupt when individuals and the available resources have been stirred together just right.

CONSIDERATIONS IN PLANNING A THERAPEUTIC PLAY FACILITY

by Gene A. Hayes

In considering the values and benefits of a therapeutic play facility for handicapped children the following skill and learning abilities will serve as an example of what should be planned for in the design and development of such a facility:

1. Gross Motor Development

A. Definition: The development and awareness of large muscle activity.

B. Suggested Goals: Rolling, crawling, walking, throwing, skipping and self-awareness abilities should be stressed.

2. Physical Fitness

A. Definition: Improvement of general physical condition both physiologically and psychologically.

B. Suggested Goals: Increase the degree of strength, flexibility, balance, endurance, speed and coordination.

3. Sensory Motor Integration

A. Definition: The psychophysical integration of fine and gross motor activity.

B. Suggested Goals: Balance and rhythm involving gross and fine motor movements, time orientation, develop sensory-motor contact with the environment, directionality.

4. Perceptual Motor Skills

A. Defintition: The functional utilization of primary auditory, visual, and visual-motor skills.

B. Suggested Goals: Develop abilities to: receive auditory stimuli, understand spoken words, retain and recall information, observe and accurately identify objects, coordinate fine movements in eye-hand tasks.

5. Social Interaction Skills

A. Definition: The skills involved in social interaction and social problems.

B. Suggested Goals: Abiliby to get along with peers, increase range of social interactions, social maturity, decision making abilities.

6. Conceptual Skills

A. Definition: The functional level of concept attainment and general reasoning ability.

B. Suggested Goals: Develop number concepts, arithmetic concept (add, subtract, etc.), ability to identify and classify objects in the environment.

7. Emotional Responsiveness

A. Definition: Freedom to express any affective feeling or emotion without fear of retribution.

B. Suggested Goals: Develop feeling of freedom of being happy, angry, sad, to laugh, cry, or express friendliness either verbally or non-verbally.

8. Language Development

A. Definition: The current functional stage of total psycholinguistic development.

B. Suggested Goals: Develop ability to understand words, ability to express oneself verbally, develop comprehension.

Some of the general purposes of play for the handicapped child are the release of energy and tension in a constructive way, providing opportunities for the development of skills which bring about a sense of accomplishment, creating interest in new activities and endeavors and providing opportunities for strengthening and developing the child physically, mentally and emotionally.

PLAY IS PERFECT - IT IS NOT PERFECTION!

JUNGLE FUN FOR THE DEAF-BLIND CHILD

by Carol Stensrud

The following is based on a summer workshop for deaf-blind at the Northwest Regional Center in Washington State.

Recreation for each of the twenty-five children was an individualized matter. There is no way you can categorize these children into groups by needs, abilities or interest and expect to program positive and purposeful recreational activities that will suit all.

One generalization I would like to make about recreation for the deaf-blind child is this: Recreation is the best way to learn. Through recreation the deaf-blind child explores his environment and learns to assimilate the big scary world into his own child size world. Every recreational activity aside from being fun, provides the child with opportunities to develop his awareness of the world around him (people, places and things), and to develop his self awareness through physical, mental and emotional challenges.

Environment - The Jungle

Objective - sensory stimulation, exploration, develop curiosity.

The feat of changing a fraternity house into a home for children was monumental. For the time, money and energy we had, we succeeded so I will only draw on the positive.

We called the house the jungle. We had the sleeping areas designated as nests. Each child had his own ice cream container for personal items. On the container was his own animal symbol made of scraps of bright material and textural items such as cotton, straw, velvet, fur, lace, buttons, etc. The dorms were filled with big animal posters and mobiles made of natural materials like leaves that were framed in cellophane. Bathrooms were water holes, the dining area was the fun feast and the downstairs was the cave. All areas had music either from radio or records.

Creating the cave environment was fun. I spent a week scrounging scraps. Visiting warehouses, calling lumber yards, yardage stores, rug stores, searching out trash stashes and asking people for junk. We collected boxes, wood, plastic, foam, lights, barrels, pails, pots and pans, materials, plastic, stuffing, video tape, fuzzy balls, aluminum sheets, piles of yarn and rope. We cut boxes, painted them, made windows with cellophane and covered them inside and out with various feely material like rug scraps or aluminum foil. We made feely boxes out of milk cartons filled with flour, cornflakes, cotton, etc. We made smelly boxes out of pill boxes filled with every kind of smell from chocolate to garlic. The finished cave included a maze of boxes, feeling and smelling boxes, boxes with lights inside, piles of yarn and microfilm to dive into, a makeshift jungle gym made from an upside down pool table and rope, a pile of huge brightly textured stuffed animals were made and tinkling room divider was made from string and bells.

The room was full of junk to explore in; independently or with help was successful. How can you tell? Because it was totally destroyed in a week. The children really felt, smelled, explored and experienced the room, in total.

Outside Environment - A Parking Lot

Collecting materials again - wood, plastic, inner tubes, rope, net, cardboard, foam and sand - borrowing bikes and trikes and a swimming pool. You've got to be resourceful and not too proud to beg. We built a sandbox, got sand donated. We constructed a funny looking hammock type swing on a wooden frame, using a huge rope warehouse net for the swing. A pool area with rubber mats all around was set up. Occasionally we'd bring out table and chairs to do a messy art project or have a fun food experience and then wash off in the water. With four sandbox freaks, five water freaks, three in the swing and maybe two being pulled in a wagon, we could keep the majority of our kids happy, stimulated and safe, with very few staff, and let's face it, that ideal one to one situation just isn't always feasible.

Changing environments is fun and important to keep minds and bodies of everyone healthy. Let the kids help you change an old wall into a work of art with a little paint, or change boxes into a play world, or saw and hammer a play house or swing. Simple strips of colored cloth hung with ballons became mobiles when tied to a lamp. How about bells from the ceiling? Or macaroni wall paper. Do it together. It's beautiful.

Field Trips and Special Events

Constructive use of free time in the child's living situation is important to all children. The previous activities and ideas can be used within any home or school.

I feel very strongly that recreational experiences have to include many integrated opportunities for the deaf-blind child. He needs to be given opportunities to experience his community and the community needs to experience him. He needs "normalization" or opportunities to play and model after "normal" children if there is such a thing.

I spent two weeks prior to the program searching out people, places and resources that deal with recreation, children or the handicapped. I was extremely fortunate to find many beautiful, loving people willing to give of their free time, money and energy in order to provide recreational experiences for our kids. Here's what we did....

Fun Forest - The Seattle Public Parks Special Populations Dept. funded a free day at the Seattle Center for all handicapped kids. We all went despite the rain. The roller coaster and a big plastic air bubble ride that you jumped in were most stimulating to the kids.

Horseback Riding - A local saddle club let us come and ride one evening. The kids experienced farm animals, smells, hay and dirt. At first many of our young riders were afraid but by the end of the evening I don't think we had one screamer. Each child enjoyed the night in a different way. Some liked to ride, others played in the sand, others explored the area. It was great fun for everyone.

Fourth of July Party - The retarded association's youth group gave our kids a fabulous party on the Fourth out at Pine Lake. We roasted hot dogs, ate watermelon and potato salad as is a must on such a holiday. They had row boat rides and motor boat rides for us. Our kids loved this tandem water bike that you peddled around the lake. When the sun left us, they provided us with our own private fireworks display right on the dock. Wow, did the kids ever dig it, not one sleeper in the bunch even though it was late.

Pier 91, Stimulation Center - The retarded association also had a stimulation room that we were able to use. Slides, rocking and rolling boat, ladders, swings, tunnels and a HUGE water bed make up the center. Everyone loved the water bed, even the staff. It is wonderful to see young children that rarely move on their own struggle to counter the movement of the water bed, or to move in and among the other loungers in the bed. The sun was out this afternoon and outdoor play and swinging is always a hit with these kids.

Camping - We went to a beautiful camp in the city of Seattle - Camp Long. The children experience woods, animals, rocks, hills, water, sunshine, camp fires, wooden cabins and the great outdoors. The freedon they felt was reflected in their whole being.

Swimming - Once a week we went to a swim program offered for handicapped. The youngest children used a

wonderfully heated wading pool. The others swam with many other children in the larger pool.

Socializing - We took the kids to parks close by often. The children at the park would come and play with our kids. It was great to be able to see this natural process of play happen.

We also took the kids to the store, the ice cream parlor and to church whenever it was possible. These are all opportunities to be a part of the world that everyone needs including our deaf-blind population.

I invited a local nursery school to come and play with our kids at the house. These visitors were great fun for everyone. We played simple games, had music and instrument fun, shared stories and snacks together. Social interaction comes slowly for our kids, but I saw the beginnings of parallel and group play and found that the added input of "normal" children expanded my selection of activities for the group and made me aware that our kids could be involved in group type situations and games if they had peers or staff to be involved with them.

Special Events - Parties are a part of every child's life. One Saturday a bunch of clowns came to visit us and were a hit with their animal balloons and a magic light bulb. We had many simple birthday celebrations, a Sickies Party, a couple puppet shows, a parent-child barbeque and a final Good-bye party. These events provide fun and excitement along with socialization. Simple relays, balloons, singing, entertainment, hats, awards, prizes, music, cake and ice cream, all those party things, make the day just that much more special for the deaf-blind child.

Recreation can be anything fun. It is always a learning opportunity. We must not say that the child can't or won't get anything out of it. We must learn not to expect the child to enjoy the activity for the same reasons as we do, or to show the same responses as we do. We must think of these children as being Children first, with deaf-blindness being only an adjective. These children have to learn to play. We have to provide them the opportunities and be willing to accept the fact that it is a human right to be able to take a chance, to fall and scrape a knee, to step in cow dung and to SMILE.

PLAY ACTIVITIES IN THE HOME: A PARENT'S GUIDE

by Gordon K. Howard

I wish to express my sincere appreciation to the students at Texas Woman's University Summer Workshop in Recreation for Deaf-Blind, to Dr. Claudine Sherrill, workshop director, to Ms. Diane Hurley, editorial assistant, to the many participants at workshops on recreation for deaf-blind, to parents of deaf-blind children and to the deaf-blind children who have let us come into their world.

G.K.H.

As a parent it sometimes becomes difficult to explore all of the play needs of your child. This booklet is designed to provide ideas, to start you thinking of new ways of playing with your child, and to help you make sure that your child has the same experience in exploring himself and in developing the play dimension of life to which all children are entitled.

Each activity provides enough direction to start the play pattern. There are ideas for expanding the activity and as a parent you can and should change the activity to fit your child's own needs. Don't be content to stop at what is presented - use these ideas as springboards to your own ideas. Modify and adapt anything and everything. A part of parents play is playing with your child.

Play can take place anywhere and everywhere. The following material presents some play ideas that can take place in the environment that the parent and child use the most - the home. The play ideas presented can take place in the home as well as away from the home setting.

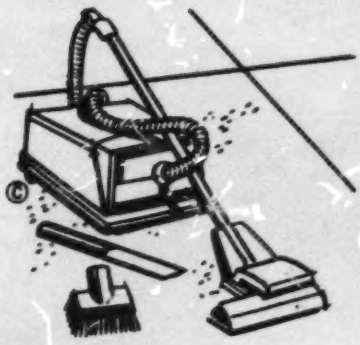
Let's see where we can discover play in our environment?

The Living Room

Many things in the living room can be playground equipment. With a little imagination and a short time you can make some areas where a child can crawl, climb, hide, and explore a new environment.

1) Loose cushions from sofas and chairs along with some big pillows make a fine climbing pile and later these cushions can be rolled on and tunneled under. By arranging the cushions in a ring, you have a quick play pen for a toddler that may wander into trouble.

2) Chairs turned on their sides or back make a whole new environment. Add a blanket top and you have tents. If your child has partial sight use a thin, colorful sheet and overhead lights to give him a new roof which is colorful and stimulating.



3) Vacuum cleaners are great toys. The air blowing out the end can be fun, even more fun if you tape some strings or bright ribbons by the outlet. If you have a suction attachment that can be controlled set it at soft suction and run this over the child's arm, legs, back, and stomach. You may want to let him ride it as you drag it around the floor. In addition to being fun, this will aid in his development of balance.

Tips: New sounds and sensations such as the noise created by a vacuum may be frightening at first. Introduce these items slowly. Give your child time to understand that it is a fun thing, not a scary thing. Help him/her out if he/she gets stuck in a corner where he/she doesn't know the way out.

The Kitchen

Tables and Chairs - To make a maze for your child while you are working in the kitchen use the table and chair legs to create a maze.

1) Place the child under the table and let him explore.

2) To give him some interesting sensations drape towels over the chair bottoms so that they hang down and brush him as he crawls.

3) Add sound or vibrations by placing a radio on the table top and finding music with a strong bass beat. Increase the volume so that he can feel the vibrations. The table will also act as a sound board to help amplify the sound.

4) Change the towels to strips of cloth or strings with bells to add new sensations.

Tips: You may have to help your child feel and learn what to do with new things. After he discovers what to do with them let him explore by himself.

Include light and smells as additional stimulus.

If the maze is to complicated remove a few chairs. They can be added and rearranged as his sense of exploration increases.

Hot and Cold - While in the kitchen let your child explore temperatures and have fun while learning. If you make exploration and learning a game or a play activity he will benefit in more ways.

1) Hot - Let him play with warm things such as a warm baking tray with bits of cookies left on. Bits of toast are warm and have a nice texture. He may not want to eat them, just play with them. A warm towel from the dryer has nice texture and warmth, in addition to smelling good.

2) Cold - While frozen foods are thawing and still in the package let him scoot them arond the floor. Ice cubes in a plastic bag can also be good for this game. Cool popsicles are a good treat, they have bright colors, a sweet taste and further introduce cold things to your child.

Tips: Explore other warm and cool things. Make sure they aren't too hot or too cold for little hands. Let him see the differences in the warmth from a cooling oven and the ice cubes. Cool and warm water in the sinks can give another play area. Water is fun to splash. Float wooden spoons or plastic bowls in the sinks to add even more fun. Take a few moments to introduce him to the new activity then let him play by himself.

Foods and Smells - Playing with "smell" boxes that rattle and smell can interest a child for a long time. It also broadens his range of taste and exposes him to new stimuli.

1) Make smell boxes or objects out of empty spice cans. Even empty they smell strongly of the spice which they contained. (Caution: some spices, pepper for example, may cause sneezes and other reactions from close contact or inhaling.)

2) Make smells by using extracts (lemon, vanilla, etc.). Pour a dab in a small plastic bottle or cloth ball. See what he likes and dislikes.

3) Beans, macaroni and rice in covered plastic containers make great rattle sounds. You may want to tape them shut so they don't pop open and spill on the floor.

4) Remember that "licking the spoon" when cooking will increase his exposure to foods. Let him explore the taste and texture.

Tips: Many children have a preference to one or two foods or smells. Try to expose them to more by using their favorites and then include a new taste or smell. Don't forget to allow your child to try all tastes from the sour lemon to the sweet fudge.

The Cupboard - Pots and pans have always been a favorite for drum practice. Make sure they are the kind that will not break or chip.

1) Set the pans in a corner out of your work area and give him a spoon or spatula to hit them with.

2) Add other pans, plastic containers, wooden and plastic spoons and spatulas so he has a changing variety of sounds.

3) Use larger objects that are not too heavy for louder sounds. Small tin or aluminum pie pans and dishes will give higher sounds.

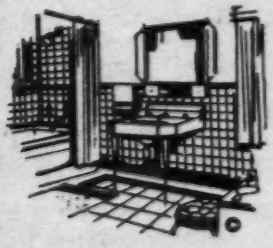
4) Take his hand in yours to show where each pan is and help him hit it to hear what sound or vibrations it makes.

5) Let him explore them himself.

Tips: You may make a cloth covered stick with which he can pound. This will change the sound intensity. Try brightly colored mixing bowls, cookie sheets and other kitchen things - (egg beater, sieve). Try to get him to play with more than one object. If he isn't interested try using one at a time until he associates hitting the object with making a sound. Then add the new things to change the sounds and vibrations.

The Bathroom

While you clean in the bathroom take your child along. This is an excellent play area. A small room amplifies sounds and the lights can be bright to give the partially sighted child some extra sensations.



1) The tub: With an inch or two of warm water in the tub you have an excellent wading pool. Add some bubble bath which will not sting the eyes and he has a whole new world to play in. A rubber mat with suction cups which is often put in the tub can be turned over with the suction cups up. This is a fun new feeling to a child's feet.

2) The shower: By gently turning on the shower with warm water you have instant indoor rain. Let him feel it on his face and arms. He may be afraid at first so you may want to join him and hold him with you as you both experience the water.

3) Laundry: As you fold and put away towels let him help. There are many good feelings from soft, clean smelling towels. Rub the rough ones on his arms so he can have that feeling. If they are warm from the dryer this adds a warm sensation. Let him help fold some. This is a good skill to learn and soon he can be a helper.

4) Remember all the smells and scents in the medicine cabinet. Aftershave, perfume, deodorants, toothpast, powder all have interesting textures and smells. Rub some on him. Let him smell, taste and feel.

Tips: Remember safety. Water, hard tub edges and slippery surfaces can be dangerous.

The Bedroom

This room can have a lot of fun areas. Take your child along as you work. If things are available for him he will have fun while you get your jobs done and you can enjoy each other at the same time.

1) Beds: As you make the bed you may want to take time to put your child in the middle of the bed and take a few moments in blanket play. If he is lying down gently tug the blanket and pull him toward you. You may lift one side and gently roll him over. There are many variations of this play.

2) Mattresses: The top mattress may be pulled onto the floor to give a soft play area that isn't too far from the floor if he rolls off. If one side is pushed against the wall you can use pillows to make another wall.

3) Pillows: A pile of pillows can be an exciting place to explore. If your child is learning to sit up some pillows can be used to prop him up. They can be used in a gentle pillow fight. Repeat the action several times. If he enjoys it he will let you know with some happy sounds. Young children like to have this type of play repeated. Precise repetition is important with all activities.

Tips: Always be aware of new and fun things to do around the house. Don't forget any areas. The bedroom has many areas and items that can be utilized in play. Use clothes from your closet for "dress-up." Let your child explore piles of shoes, colorful ties and scarves.

The Garage

Many items in the typical garage can lend themselves to be used as play items. The floor space of the garage and driveway provides a lot of space for play activities.

1) The garden hose: This can be used to make patterns the child can follow. Stretch it along the driveway and then form wavy patterns that the child can follow. These patterns can be varied to increase the difficulty.

2) Car tires: Unmounted tires can be stacked in many ways to provide crawl through tunnels and obstacles courses. They can be used as targets for tossing games. Wads of newspaper can be made and tossed into tire targets.

3) Paint brushes: Cans of water and large paint brushes can be used by the child to 'paint' the garage floor and drive. The dark wet area against the light concrete produces many patterns. Also paint brushes can be used as miniature brooms to sweep piles of sand and other materials.

4) Ladders: These can be placed on the floor and the child can walk over the rungs. This will also assist in developing walking skills and gait.

The Workshop

If you have a workshop or tool area there are many opportunities for play. The tools themselves are fun and educational. Also some simple play equipment can be constructed from scraps around the shop.

1) Tools: Large shiny tools are good to encourage learning of mechanical skills. Large wrenches used on big nuts and bolts can encourage many skills and abilities. Sand paper can help the child understand differences in rough and smooth and then he can actually make a rough surface smooth.

2) Scraps: Wood scraps can make an excellent block set for the child. Some non-toxic bright paint can decorate them even more. A long piece of wood laid on the floor can be used as a balance beam. Two blocks of wood with a long loop of rope attached can become short stilts. Dowel sticks that fit holes in a wood scrap can become pounding boards or peg boards. Cut up a larger scrap into a simple puzzle board.

3) Sawdust: A low box filled with sawdust can be an alternative to a sand box. It has a different texture and smell. Water combined with fine sawdust can be used as a clay substitute for some activities.

Tips: Safety is a must with the many sharp tools and electrical appliances. This area needs a lot of constant supervison.

The Recreation Continuum

A parent is involved in many aspects of their child's development. They are also involved in many areas of community support. The school system, the municipal based community services, public and private service agencies are all involved or available to the parent. To better understand where the recreation services can enter this spectrum of agencies and at what point in the child's development they become appropriate the following matrix has been constructed. This is presented by age levels of the child and will assist the parent to determine where services and personnel concerned with recreation are appropriate resources and what is available at that resource point. Appropriate delivery personnel of recreation services are in brackets within each area.

	Home	School	Community Rec. and Parks	Rec. Serv. Agencies
	*Parent based activities. *Developmental Activities. (Parent)	Assessment and Diagnosis. (Teacher)		
0-2	Parent based activities in conjunction with school program. (Parent)	Pre-school and introductory education activities. Recreation provided in classroom setting. (Teacher)	Therapeutic Recreation Services provided by special department. (Ther. Rec. Worker) (Rec. Leader)	YM(W)CA and other similar agencies provide pre-school and special activities. (Ther. Rec. Worker)
3-5	Parent based activities in conjunction with school and community services. (Parent)	School activities and services a part of education program. (Teacher) (School Rec. Consultant)	Continued service by special department. Integration into community program. (Ther. Rec. Worker) (Rec. Leader)	Continued public agency special programs and integrated programs. Programs involve parent participation. (Ther. Rec. Worker) (Rec. Program-Staff) (Rec. Supervisor)
10-13	Parent activities in home with bulk of services and programs in school and community services. (Parent)	Academic program provide some recreation. Scope of school based recreation expanded with additional services. (Teacher) (School Rec. Staff)	Community Rec. Programs have broader use. Special Rec. Programs and staff and expanded programs. (Ther. Rec. Spec.) (Rec. Leader)	Expansion of program and staff resources. Integrated programs available. Other service groups (Boy/Girl Scouts, Church) provide recreation programs. (Rec. Pro. Staff) (Comm. Serv. Staff) (Rec. Director)
14-19	Continued parent involvement with expanded school, community and Public agencies. (Parent)	Pre-voc. and Voc. Programs provide expanded recreation opportunity and services. Advanced and integrated rec. activities are provided. (Teacher) (Voc-staff) (School Rec. Consultant)	Community Rec. and Park programs utilized independently. Programs and resources available in a wide variety of areas. (Park and Rec. Staff) (Rec. Director) (Ther. Rec. Spec.)	Wide variety of programs and staff available Public services, bowling lanes, skate rinks, etc. provide a complete range of activities and services. (Major rec. services) (Agency Rec. Staff) (Rec. Consultant)

MUSIC, RHYTHM AND DANCE FOR DEAF-BLIND

by Vickie Wright

"It has been said that if a person can think, feel, and move, he can dance." Rhythm, an integral part of dance and music, is likewise as easy to perform. But, is it really so simple for the deaf-blind child? I think not. They have only proprioceptive, tactile, and olfactory sensory modalities to perceive the world. Purportedly these senses are heightened in order to achieve maximum development. Even with increased sensitivity, they must surely have outside professional help. Methods of intervention should focus on the existing sensory modalities and not upon the limitations due to visual and auditory decrement. Nevertheless, knowing the means of perception and areas of deficiency will help those attempting to reach this group with therapeutic recreation.

Rhythm and dance can be of therapeutic value. In general, rhythm and dance promote physical and mental health. Deaf-blind children can experience the pleasure in exercise, tension release, creation, achievement, fellowship and fun. In particular, they can provide an opportunity to integrate the children into normal recreational groups. Rhythm and dance can teach math and music fundamentals as well as fine and gross motor skills. They can contribute to self-awareness, body localization, body generalization and spatial orientation, all of which are deficient areas in the deaf-blind and necessary components in mobility training. This contribution, which is so important for identity formation, is possible because the children learn to apply the body in various social and individual contexts. Through rhythm and dance, children can also learn about people and the world around them by identifying and role playing different objects, insects, and animals. Lastly, rhythm and dance, which are the most expressive, if not the only, forms of music for deaf-blind, can provide a means of communication through body movement.

Guidelines for intervention must be followed to insure maximum therapeutic benefit through recreation. Among the guides I find most helpful are the following:

1. Deaf-blind children will not learn at the rate normal children do.
2. The aspects of music, i.e. rhythm, dance and instruments, should be familiar. If not, then give the child the necessary experience.
3. Duration of exposure to rhythm and dance should be in keeping with the children's attention span.
4. The rhythm and movement activities must progress gradually from the simple to the complex.
5. The feedback, any vibrations caused by movement on surfaces and any residual sight or hearing must be stimulating and rewarding.
6. The place where the activities are carried out should be very familiar to the child. Start out with a small area and progressively move into larger ones. Areas can be marked off by ropes, boards, boxes, etc. Allow the child to explore this space. Gradually extend the boundaries.

Spatial concepts should be taught to the deaf-blind child if he is to move comfortably and determinately. The following concepts, taken from Bryant J. Cratty's book, **Movement and Spatial Awareness in Blind Children and Youth**, should be instilled, when necessary, as one teaches the children rhythm and dance:

1. Body parts can move in space relative to body mass.
2. All bodies have landmarks--a right and a left, an up and a down.
3. Space flows from the body to other obstacles.
4. Objects and people exist in space without being felt.
5. Unsupported objects fall.
6. Things in space change position in relation to others.
7. Tactile cues aid in the orientation of self in space.
8. Four reference points that never change are north, south, east, and west.

Two types of rhythmic movement, fundamental and interpretive, can be incorporated in the therapeutic program. An adequate repertoire of fundamental movements is essential if the children are to perform interpretive rhythm. Fundamental rhythm combines gross and fine motor skills. The gross motor skills include walking, crawling, creeping, running, jumping, hopping, skipping, galloping, climbing, skating, swimming, etc. Fine motor movements, which involve different parts of the body (hands, arms, fingers, legs, feet), are bending, turning, striking, pushing, pulling, lifting, clapping, drooping, waving, sweeping, brushing, pointing, rubbing, patting, kicking, wriggling toes, and many others.

The above movements are ones which all children should experience. The leader should teach those a child does not know. Other ideas for using rhythm include alternating movements to establish various regular and irregular patterns and setting up mazes or obstacle courses where a child can experience the different patterns of object arrangement and body movement. Tap shoes, wooden clogs, boots, and other hard and soft-soled shoes will vary feedback and interest. Using clothes of all sorts will encourage variety and spontanaiety in rhythm and dance.

Interpretive rhythm is a more creative and spontaneous type of movement (the adult modern and character dances are interpretive). Children can interpret by acting out objects, plants, etc. Among the things a child can imitate are the following:

Animals

horse	rabbit	turtle	elephant
cow	bear	bird	frog
duck	tiger	worm	snake
chicken	crab	salamander	fish
dog	lobster	snail	
cat	mouse	kangaroo	

Plants

bushes	cacti	vegetables
flowers	ivy	sagebrush
grass	weeds	

Objects

trains	tugboats	jack in the box
trucks	snowplows	washing machine
buses	balls	popcorn popper
cars	spinning tops	can opener
vacuum cleaner	"slinky" toys	record player
blender	clock	telephone

Insects

beetles	"bugs"	caterpillar
ants	grasshopper	butterfly

Elements

fire	wind	rain	rock
water	mist	fog	mountain
air	lightning	snow	river
earth	thunder	sunshine	lake
forest	ocean	ice	mud

The above can be acted out in different ways. They can be expressed strongly, heavily, lightly, softly, slowly, quickly, jerkily, smoothly, quietly, noisily, happily, sadly, gradually, suddenly, regularly and irregularly. The children can move in large, small, tall or short ways. They can be active, passive, tense, relaxed, forceful or forceless. In addition, the children can move in different directions, such as the following:

SPATIAL CONCEPTS

Every movement creates a pattern in space. Components of space are direction, level, size, shape and position.

Directions

up	sideways	under	in front of
down	right	on top of	between
forward	left	underneath	in
backward	over	behind	out

Levels

low	medium	high

Sizes

small	large	big	short
medium	little	tall	

Positions

Imagine you are in the center of box, circle, etc., or on the side, top, bottom. Move accordingly.

Shapes

Individual: Improvise freely, now freeze. Notice shape in space.

Improvise in these positions.

lying - front, back, side, freely changing to each
sitting
kneeling - on one or both knees
standing - on both feet, on one foot

Choose a position of the head and improvise freely with the whole body. Keep the head fixed. Do this again, but fix some other body part in space.

Circle: All face center - improvise in unison movement. First use a leader, which makes it much easier for everyone to move together. Circles can contract, expand, revolve, sink, rise, etc.

Concentric circles:

Face center. Outer circle make movements which are in spatial contrast to those of the center.

Semi-circles: With or without a leader in the center.

Line: One behind the other, follow the leader.

Lines (two or more): Leaders move lines in relation to one another. Remember, leaders could be those with partial sight or hearing. The lines can move backwards, forwards, up, down, right, left, etc.

Side by side: All face the same direction. Line may remain straight, curved, stationary, moveable, etc. Act in unison.

Two lines facing each other: May move in relation to one another.

Squares of 4, 8, 12: May touch at shoulders or some other place if necessary.

Blocks of 4, 8, 12: Same as above.

Obstacle Courses

Consider all of the space when planning courses.

Movement Qualities

Force: strong, weak, gradual, sudden
Time: slow, fast, regular, irregular
Space: large, small, curved, straight
Emotional: Can be quiet, loud, sad, joyous

Can take the form of an attack, fight, chase, shiver, hug, flight, sneak, tremble.

Instruments can be used to stimulate rhythmic feeling and elementary mathematical awareness. Gradually lead into the sessions by allowing the child to experiment with a small selection of instruments. Then, show ways of using the instruments. Shape or illustrate various rhythms. To shape, physically move a person in a desired way. To illustrate, allow a person to feel what one is doing by touching the other's body and/or instruments. As the children become familiar with a few instruments, increase the number in order to provide a rich background. Also, increase the complexity of the rhythm.

INSTRUMENTS

Improvised Items

magazines	drawers	bottles
doors	pots and pans	can openers
doorknobs	switches	typewriter
keys	spoons	telephone
cork on bottle	popcorn popper	coffee pot
vacuum cleaner	vegetable grate	

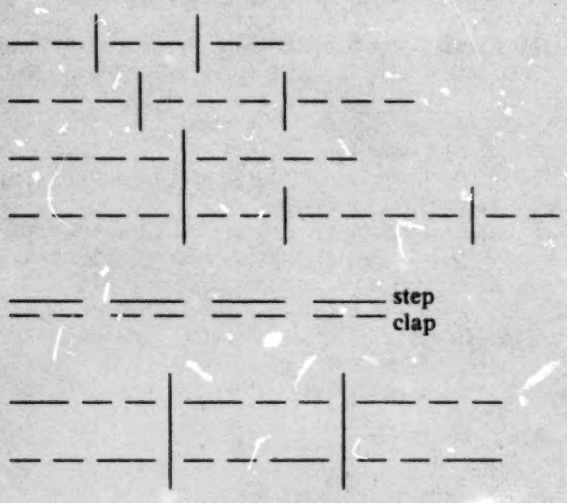
Constructed Items

paper roll rattles	light bulb maracas
can rattle	glass and tin can bells
bottle cap rattle	pop bottle xylophone
sand blocks	ping pong paddle
tin can drum	tambourine
egg carton tambourine	

Activities

Express qualities of sound or song in movement. Dance using different instruments. Feel how the different instruments inspire your dance.

METRIC PATTERNS



Rhythm and dance can be taught in both handicapped and nonhandicapped groups. In close formation one or two persons can tap out a rhythm on the floor or on another person wherein the rest of the group joins in. The people starting the game suddenly stop. The last to stop is next to start a rhythm. Another game consists of a leader crawling, walking, running, etc. while everyone adjusts their steps to those of the leader, who may vary the pace. The activity "You must pass this shoe (spoon, stick, etc.) from me to you" is excellent as everyone keeps rhythm together. Other ordinary childhood dances can be taught as long as the participants can memorize sequences and respond to simple commands. Some of these dances are "Looby Loo," "Hokie Pokie," "Did You Ever See A Lassie," "MulberryBush," "Ten Little Indians," and many more.

Footnotes

1. Janet Pomeroy, **Recreation for the Physically Handicapped** (New York: The MacMillan Company, 1970) p. 257.

2. Bryant J. Cratty, **Movement and Spatial Awareness in Blind Children and Youth** (Springfield, Illinois: Charles C. Thomas, Publisher, 1971) pp. 8-9.

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SWIMMING PROGRAM FOR DEAF-BLIND CHILDREN

by Oak Hill School
Connecticut Institute for the Blind
Hartford, Connecticut

One component of the physical education program for deaf-blind children which has met with considerable success is the swimming program initiated in September, 1970. As of June 1972, 13 of the 18 participants who are between the ages of 5 and 8 were swimming independently in ten feet of water. The remaining 5 children were independent with flotation and were able to move approximately ten feet without any flotation.

The major objectives of the program are to help the child overcome his fear of the water; to promote relaxation; to encourage him to engage in an independent activity; to improve his coordination; and to make swimming a pleasurable experience.

Irritability was quite evident for approximately three to six weeks, but with constant reassurance and perseverance on the part of each instructor, approximately ninety percent of the children adjusted to their environment, became relaxed, and were aware of what was happening and what was being expected of them.

Various types of flotations were used to promote confidence, relaxation and support. Included were arm flotations, bubbles, fins and kick boards. The plastic vest was particularly effective because it was not awkward or cumbersome and allowed for considerable freedom of movement. Initially, these flotations were used in various combinations depending upon each child's preference and need.

Position in the water varied with each child. To promote confidence, the instructor did not attempt to shift the child to another position but rather assisted him in moving his arms to demonstrate propulsion. The flotations were always removed for part of the swimming

period in order to allow the child to move about in a normal position and to decrease dependency on the flotation.

The following procedures were employed during the program:

1. The child was held gently but firmly and was made to feel secure. He was encouraged by the instructor to walk and to jog, always with one or more flotations in order to experience extra buoyancy.

2. He held on to the side of the pool while the instructor moved his legs.

3. Holding on to the kickboard, he floated, at first, and then was instructed to kick his legs.

4. One (or more) of his flotations were removed and he used the kickboard exclusively.

5. The kickboard was removed. He used either a plastic vest or a bubble in the free float position.

6. With the assistance of the instructor, the back swimmers received head support and the front swimmers received torso support. (Children with light perception preferred the back position while those without light perception readily assumed a front position. Instruction was based on each child's preference.) After a time and at the discretion of the instructor, the child was allowed to swim unassisted.

7. The child entered and left the pool independently, usually via pool side as opposed to steps.

8. Leveling off was accomplished by gently tossing child so that his head was submerged and he learned the recovery procedure. He was conditioned prior to this by virtue of the fact that water had splashed on his face on numerous occasions.

9. Distance swimming was attempted. Once the children became independent in the water, they tended to twirl around in one small area. With a little prodding and assistance by the instructor, they swam the width of the pool, and later, the length of the pool (25 yards). At the end of the year, one child independently swam twenty-two continuous lengths. Initially, plastic ropes were used as guides but because they proved to be distracting, their use was discontinued. Distance swimming will be continued to improve endurance and to encourage continued activity.

10. Instruction in and supervision of arm and leg movements in acceptable positions was continued.

11. The children learn to jump and then dive in the following sequence:

a. The instructor held the child's hand and both jumped from poolside together.

b. The instructor stood in the water while the child sat at poolside. The instructor held both of the child's hands when the latter jumped.

c. The instructor in the water touched the child at poolside to make him aware of the fact that she was there to catch him or retrieve him if necessary.

d. When the child was able to jump independently and without fear, he was then taught to dive. The child braced his feet on the thighs of the instructor who then bent the child's torso, gently toppling him into the water head first.

e. The child's arms were placed in the overhead position with hands clasped. Then the above procedures were followed.

f. The child stood on the first step of the pool and the above procedure was repeated.

g. Same procedure but the child performed from edge of pool.

12. When the child was able to jump from the edge of the pool independently, he was introduced to the diving board.

a. The instructor indicated to the child that he was to jump into the water from the diving board.

b. The instructor guided the child to the end of the diving board by walking behind him and holding on to his waist.

c. The child stretched his arms over his head and instructor held his hands.

d. The instructor sprung, letting go of the child's hands just as he jumped into the water.

This procedure was repeated ten to twenty times until the child was able to comprehend the gestures made by the instructor and was able to jump independently. Once this was accomplished, the instructor indicated that the child was to enter the water head first. The child understood the gesture (hands over head and bending of the torso) because he had learned it in relation to diving from the edge of the pool.

By the end of the 1972 school year, three children were jumping with assistance; two jumped independently; and two jumped and dived independently.

At the end of the 1972 school year, all of the children had achieved some degree of independence in the water. Most of them seemed relaxed and found swimming an enjoyable experience. All were aware of where they were going when the gesture for swimming was given: they moved to the location where they waited for transportation to the pool. Progress was also noted in their ability to dress and undress with some degree of self-reliance.

Next school year, the children will be grouped homogeneously and will continue to perfect swimming strokes. Two children who are more advanced will be taught Red Cross skills and will join a regular swim class. Eleven children will continue to develop endurance, improved strokes, jumping and diving procedures. Hopefully, the remaining five children will continue to progress in water endurance.

EDUCATION/RECREATION MODEL IN AN OUTDOOR PROGRAM

by Steve A. Brannan

For several years, starting in the summer of 1966, the Special Education Department at Portland State University has been developing and employing a teacher training program stressing an **education/recreation** concept of teaching handicapped children.

This program, initiated by special educators, was developed because it was felt that present educational models for teacher training were too restrictive. In short, the education/recreation model was explored because of the need to extend learning experiences for teachers and children beyond the four walls of the classroom. During the last seven summers, approximately 200 teacher trainees and 300 mentally retarded youngsters have participated in an outdoor curriculum.

Housed in school settings, the majority of learning experiences in the classroom have been organized around an outdoor recreation theme with special emphasis on camping. As a result, a more "real" basis for teaching and learning was established, especially, when using the actual camping trip as the culminating activity of the summer programs. Both students and children have been observed to be more highly motivated because they knew their "school" learning was directly related to a future outdoor experience. Naturally, the camping experience has proven to be the highlight and the medium enabling teachers and children to learn together in a "total living situation."

A more recent development has been the involvement of our Special Education Department in coordinating the Mt. Hood Kiwanis Camp, a residential camping program serving handicapped children and youth. This is an interagency or "team" project with Kiwanis service clubs providing the camp facilities, plus financial support, and the Special Education Department at Portland State University providing the professional support for implementing the program.

Staffed by specialists and counselors recruited through Portland State University, neighboring colleges and high school, the Mt. Hood Kiwanis Camp offers campers a planned program of nature study, exploration, hiking, swimming, camping skills, fishing, athletics, drama, music, and arts and crafts. In addition to providing service, the camp is organized as a training program for individuals desirous of working with the handicapped.

High school, undergraduate and graduate students interested in special education physical education, recreation and related fields participate in the program. The camp provides these trainees a "total" experience and enables them to gain increased skills in developing and implementing **education/recreation** activities with handicapped children in an outdoor setting.

As a result of these years of program development, we now believe there is firm evidence to support **education/recreation** concept as a meaningful and realistic approach for providing training to teachers and service to children. In addition, there is data to substantiate that such a training program has been effective in motivating teachers to employ such concepts with handicapped children in their curriculum during the normal school

year. Currently, in the greater Portland area, there are various efforts being made by special educators to involve mildly and severly handicapped children in both short and long term outdoor recreation experiences as an integral part and extension of the classroom program.

Concepts in the Education/Recreation Model of Teaching

The following concepts are important aspects of the above model and are viewed as important in both the training of teachers and the teaching of children.

1. **The meaningfulness of classroom activities is** increased when linked to the experiences provided by an outdoor recreation program.

2. **Outdoor recreation stresses an expanded concept of** learning achievement versus more traditional "academic" achievement (i.e. recreation skills, living skills, interpersonal skills.).

3. **Learning is more extensive when children and** teachers participate in a "total" living environment.

4. **Outdoor recreation creates a learning environment** that promotes teacher observation and understanding of a wide variety of pupil behaviors.

5. **Learning is enhanced through the more informal and** relaxed atmosphere experienced in outdoor recreation.

6. **An outdoor recreation curriculum facilitates in**creased interpersonal relationships: pupil-teacher; teacher-pupil; (during training: teacher-teacher).

7. **An outdoor recreation program creates an atmo**sphere where teacher and pupils come "much closer together"; an atmosphere which promotes increased feelings and respect for each other as human beings; an atmosphere which enhances future relationships in the total school program.

8. **Outdoor recreation involves children in a setting** where they have numberous opportunities for success (implications for self concept, self motivation, etc.).

9. **Outdoor recreation captures children's natural** interest in nature and provides the logical setting for enjoying and/or learning to appreciate it.

10. **An outdoor curriculum facilitates the development** of specific skills in recreation and living activities.

11. **Outdoor recreation can create an awareness in** children of the numerous possibilities of recreation experiences common to their geographic area.

12. **The high stimulating effect of recreation/outdoor** activities can also be used to achieve the more "academic goals": oral language, sight reading, work under supervision, independent activity, etc.

SPORTS AND ATHLETICS FOR DEAF-BLIND

by Hollis Fait

Rationale for the Activity

Contrary to the frequently held concept, participation in sports and athletics is not an activity only for the physically superior. Physical limitations need not and should not limit the opportunity to participate in competition with others. With respect to the deaf-blind such opportunity remains to be provided.

Goals - Expected Outcome

Agency - The goals for the agency in the promotion of an athletic program may include:

1. Provide a wide variety of activities for various levels of ability.
2. Promote the values that accrue from participation in vigorous activity.
3. Enable the deaf-blind individual to take part in activities in which the general population participates.
4. Encourage the appreciation of the ability of the deaf-blind by the public at large.

Recreation Program and Activity - A competitive sport program does effect positive changes in the personal conduct, health, and fitness of the participant. However, such changes do not occur automatically, nor are they as extensive as generally claimed; desirable attributes of personal growth and development are promoted only when the program is consciously directed toward their achievement. The following list represents objectives that can be realized if the competitive sport program is conducted so as to provide experiences conducive to positive changes in the participants.

1. Show improvement in physical fitness tests.
2. Develop motor skills to improve ability to perform in the game (especially skills in life time sports)
3. Develop poise and confidence so as to be willing to participate in motor activity whenever the situation is appropriate.
4. Enjoy participation in sport activity.
5. Increase knowledge of the activity in order to participate effectively in it and participate as a spectator.

Evaluation of Outcome

Any program that has objectives should have some sort of evaluation process to determine the degree to which the objectives are met. It is suggested that different evaluation procedures be used including survey techniques, objective observation by the supervisor, and selected tests.

Specific Techniques

Some sports are more appropriate than others for participation by the deaf-blind. Highly skilled deaf-blind individuals may participate competitively against anyone in the following activities with a minumum amount of adaptation:

1. **Wrestling.**
2. **Diving.**
3. **Rebound tumbling** and selected tumbling and gymnastic activities.
4. **Field events** such as shot put, javelin throw, standing broad jump, and standing high jump
5. **Distance throws**, baseball, football and basketball.
6. **Swimming Events** - use of touch technique or bass drum for starting
7. **Horse showing.**

Activities that require some modification to enable the deaf-blind to engage in competition with anyone are:

1. **Archery** - use of aiming pole and appropriate backdrop behind targets.
2. **Basketball Free Throw** - use of a seeing person to help determine direction of basket and whether the ball went into the basket.
3. **Bowling** - possible use of guide rail and help by a seeing individual to determine which pins are left standing.
4. **Golf** - play with a seeing person to locate ball and indicate direction and distance of green and hole.
5. **Boccie** - use of a seeing person to determine where balls are located and the use of a diagram board in which checkers are used on a small board to show location of the balls by feel.
6. **Track Events** - use of overhead or hip-high guide wires and touch technique of bass drum for starting.

Activities requiring a considerable amount of adaptation for use in competing with other blind or deaf-blind participants are:

1. **Newcomb** - change of rules to include trapping the ball on the floor - in bounds as a fair ball.
2. **Wall Ball** -

Activities not usually presented as competitive sport events but which could be set up as such for participation by the deaf-blind with anyone include:

1. **Bag punching.**
2. **Various relay** races such as the overhead pass and the between the legs pass
3. **Roller skating racing.**
4. **Rope climbing.**
5. **Canoeing and boating.**
6. **Sailing.**
7. **Skiing.**
8. **Water skiing.**
9. **Ice skating.**

Leisure Education for Deaf-Blind

EDUCATION FOR LEISURE
by Clifford Seymour

Education for leisure is the responsibility of each school system and teachers in all grades and areas of study. It can be successful only when teachers are qualified (attuned) in philosophy and attitude to organize and conduct their programs so that education for leisure is an essential objective. By employing the recreational approach, they can enlist their pupils in a lifetime of participation and enrichment. It is essential that the schools provide experiences which have likely potential for meaningful use of leisure time for deaf-blind children and adults, and thus afford them the social, emotional and physical benefits derived from participation therein.

While this document is specifically designed for the deaf-blind individual, it is not intended to exclude any other segment of the school's or agency's population. Effective program in education for leisure is predicted on the concept of integration of all participants to the ultimate degree possible.

The School's Role
The school, public or private, has major responsibilities in recreation for all students, to include deaf-blind individuals. Programs in education for leisure must meet at least the following two basic objectives:

1) To ensure the individual's development and acquisition of leisure attitudes, skills and knowledge.

2) To ensure the integration of the individual within the immediate living environment and the community.

To effectively assume such a leisure education role, the school has the responsibility to provide adequate facilities and personnel, and to make these resources available for community use after normal and school hours.

The Teacher's Role
Education for leisure is the responsibility of teachers in all grades and areas of study. A special committee can be established to determine how each subject can best contribute to leisure education.

The Curriculum
Some areas to be considered are pre-academic subjects (sensory training and motor training), eurythmics, creative play, music, industrial arts, crafts, home economics, dramatics, science, physical education, outdoor recreation and sports.

The curriculum should also provide opportunities for deaf-blind individuals to participate in clubs and other group activities.

Leisure education should emphasize the enjoyment and satisfaction that can be derived from an activity, with skill mastery as a secondary consideration.

The National Institute Work Group that participated in the preparation of this paper consisted of Clifford T. Seymour, leader, Joel Hoff, Shirley Bushell, Fred Humphrey and Gary Cannon.

Deaf-Blind at Leisure

by Ernest Drapela

The term leisure is most succinctly defined as "free-time" or discretionary time. If we assume an average lifetime of 70 years it has been estimated that subsistence will consume 45.8% of our lifespan (computed at 11 hours per day, sleeping and eating); commuting 3.8% (computed at 2 hours per workday for 49 years); work 15.6% (assuming a person is "fully employed" from age 16 to 65); leaving 34.8% as leisure time (after subtracting subsistence, commuting and work).

As a park and recreation administrator I must frequently examine the constraints within which our department can provide for the skills and opportunities of our constituents. The thing that everyone shares in common are the bio-social needs which can be fulfilled through recreation programming:

- ***NEED TO SURVIVE (tournaments, competition, swimming)***
- ***NEED TO CREATE (arts and crafts)***
- ***NEED TO EXPRESS (modern dance, gymnastics, speech, drama)***
- ***NEED TO BELONG (parties or dances, social events, group activities)***
- ***NEED TO ACHIEVE (taste of success--make it possible)***
- ***NEED TO SERVE (volunteers)***
- ***NEED FOR RECOGNITION (awards, excellence--should be special)***
- ***NEED FOR ADVENTURE (out-of-doors)***

The one belief we all hold in common is that everyone, deaf-blind included, is entitled to a rewarding leisure experience, and that we each possess unique resources which must be shared to provide the deaf-blind with a maximum of his total person.

TOWARD LEISURE COMPETENCY:
A Guide for Individualized Instruction

by Oregon Special Education
Transmitted by Steve A. Brannan

These are based on the proceedings of the Special Study Institutes held during the summers of 1972 and 1973. Co-sponsored by the State Department of Education, Special Education Section and Portland State University, Special Education Department in cooperation with participating Oregon School Districts, the Project was supported, in part, by Public Law 85-296, Amendment to Title VI, ESEA, Part D from DEH, Department of Health, Education, and Welfare, Washington, DC 20201.

Overview

TOWARD COMPETENCY is concerned with six major curriculum areas: 1) Basic Skills, 2) Personal and Social Awareness, 3) Living in the Environment, 4) Career Education, 5) Human Ecology, and 6) Leisure Time Activities.

Within each of the six curriculum areas, the subject matter is organized into sections, and the goals and sub-goals are listed under them.

Goals are defined as performance outcomes for the student to achieve during his formal special education. They are considered long-range guidelines. Sub-goals are also statements of performance outcomes but focus on the acquisition of intermediate skills--skills that prepare the student to attain the related goals. They can be considered short-range guidelines.

Recording Student Progress

The importance of recording student achievement cannot be overstressed. It is an account of what has been learned and indicates the student's strengths and weaknesses. The record goes with the student as he progresses from teacher to teacher and school to school. It provides continuity for his program and should prevent unnecessary duplication of instruction.

Definition

Area 6, Leisure Time Activities, refers primarily to helping students become more competent in planning, selecting, enjoying, and participating in recreation activities during their own free time. In this section, attention is given to a variety of school and away-from-school activities. An attempt is made to separate the skills and knowledge needed for recreational activities from voluntary participation in the activities.

Rationale for Instruction

With many people having from 30 to 40 hours a week in leisure time, the importance of recreational activities is increasing. In order to make effective use of their free time, students need to become familiar with the activities available to them. It cannot be assumed that students with learning problems will independently pursue a variety of leisure time activities. Therefore, it is important that teachers plan specific instructional time for teaching leisure time activities.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criterion for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations.

AREA 6.0.0
LEISURE TIME ACTIVITIES

Outdoor Recreational Activities

6.1.0 Possesses skills and knowledge necessary for outdoor play activities.
6.1.1 Demonstrates skills/knowledge for playing independently.
6.1.2 Demonstrates skills/knowledge for playing with others.
6.1.3 Demonstrates skills/knowledge for participating in informal playground games.
6.1.4 Demonstrates skills/knowledge for participating in recreational games.
6.1.5 Demonstrates skills/knowledge for participating in organized games.
6.1.6 Demonstrates ability to participate in extra-mural school team sports.
6.1.7
6.1.8

6.2.0 Voluntarily participates in outdoor play activities.
6.2.1 Plays independently.
6.2.2 Plays with other children within an outdoor setting.
6.2.3 Participates in informal playground games.
6.2.4 Participates in recreational games.
6.2.5 Participates in organized games.
6.2.6 Participates in extra-mural school team sports.
6.2.7
6.2.8

6.3.0 Possesses skills and knowledge necessary for outdoor recreational activities.
6.3.1 Demonstrates hiking skills/knowledge.
6.3.2 Demonstrates bicycling skills/knowledge.
6.3.3 Demonstrates camping skills/knowledge.
6.3.4 Demonstrates swimming skills/knowledge.
6.3.5 Demonstrates boating skills Skills/knowledge.
6.3.6 Demonstrates fishing/hunting skills.
6.3.7 Demonstrates horsemanship skills/knowledge.
6.3.8 Demonstrates gardening skills/knowledge.
6.3.9
6.3.10

6.4.0 Voluntarily participates in outdoor recreational activities.
6.4.1 Goes hiking.
6.4.2 Goes bicycling.
6.4.3 Goes camping.
6.4.4 Goes swimming.
6.4.5 Goes boating.
6.4.6 Goes fishing/hunting.
6.4.7 Goes horseback riding.
6.4.8 Grows a garden.
6.4.9
6.4.10

Indoor Recreational Activities

6.5.0 Possesses skills and knowledge necessary for indoor play activities.
6.5.1 Demonstrates skills/knowledge for playing classroom games.
6.5.2 Demonstrates skills/knowledge for playing recreational games.
6.5.3 Demonstrates skills/knowledge for playing organized games.
6.5.4 Demonstrates skills/knowledge in playing team sports.
6.5.5 Demonstrates skills/knowledge for playing card games.
6.5.6 Demonstrates skills/knowledge for playing table games.
6.5.7
6.5.8

6.6.0 Voluntarily participates in indoor activities.
6.6.1 Voluntarily participates in classroom games.
6.6.2 Voluntarily participates in recreational games.
6.6.3 Voluntarily participates in organized games.
6.6.4 Voluntarily participates in team sports.
6.6.5 Voluntarily plays card games.
6.6.6 Voluntarily plays table games.
6.6.7
6.6.8

6.7.0 Voluntarily selects and participates in various indoor leisure activities.
6.7.1 Voluntarily participates in leisure listening activities.
6.7.2 Voluntarily reads literary materials.
6.7.3 Voluntarily participates in hobbies.
6.7.4 Voluntarily participates in dramatic plays.
6.7.5 Voluntarily attends dances.
6.7.6
6.7.7

Arts and Crafts

6.8.0 Possesses skills and knowledge used in arts and crafts activities.
6.8.1 Demonstrates skills/knowledge for drawing.
6.8.2 Demonstrates skills/knowledge in use of crayon techniques.
6.8.3 Demonstrates skills/knowledge for painting.
6.8.4 Demonstrates skills/knowledge in use of colors.
6.8.5 Demonstrates skills/knowledge in use of cutting instruments.
6.8.6 Demonstrates skills/knowledge in use of adhesives.
6.8.7 Demonstrates skills/knowledge in use of leathercraft techniques.
6.8.8 Demonstrates skills/knowledge in use of needlecraft techniques.
6.8.9 Demonstrates skills/knowledge in sculpturing various materials.
6.8.10 Demonstrates skills/knowledge of lettering techniques.
6.8.11 Demonstrates skills/knowledge in clay/pottery techniques.
6.8.12 Demonstrates skills/knowledge for woodworking.
6.8.13 Demonstrates skills/knowledge for use in metal craft.
6.8.14 Demonstrates skills/knowledge for use in plastic craft.
6.8.15
6.8.16

6.9.0 Voluntarily participates in arts and crafts activities.
6.9.2 Voluntarily makes art projects using various coloring materials.
6.9.3 Voluntarily makes leather craft projects.
6.9.4 Voluntarily makes needlecraft projects.
6.9.5 Voluntarily sculptures/carves on various materials.
6.9.6 Voluntarily makes craft projects from various materials.
6.9.7 Voluntarily makes a weaving project.
6.9.8 Voluntarily makes a project from metal.
6.9.9
6.9.10

Music

6.10.0 Possesses skills and knowledge necessary for participation in music.
6.10.1 Reproduces a tune.
6.10.2 Reproduces rhythms.
6.10.3 Demonstrates skills in rhythm.
6.10.4 Demonstrates ability to play rhythm instruments.
6.10.5 Demonstrates knowledge of basic music skills.
6.10.6 Demonstrates knowledge of the function of notes.
6.10.7 Demonstrates knowledge of musical instruments.
6.10.8 Demonstrates appreciation of music.
6.10.9 Identifies popular recording artists.
6.10.10 Demonstrates skill in dancing to music.
6.10.11
6.10.12

6.11.0 Voluntarily participates in musical activities.
6.11.1 Voluntarily plays rhythm games.
6.11.2 Voluntarily plays in a rhythm band.
6.11.3 Voluntarily sings.
6.11.4 Voluntarily plays a musical instrument.
6.11.5 Voluntarily listens to popular recording artists.
6.11.6 Voluntarily listens to various styles of music.
6.11.7
6.11.8

Public Recreational Facilities

6.12.0 Possesses skills and knowledge necessary for using public recreational facilities.
6.12.1 Demonstrates knowledge of nearest park.
6.12.2 Demonstrates knowledge of nearest zoo.
6.12.3 Demonstrates knowledge of nearest museum.
6.12.4 Demonstrates knowledge of nearest theater.
6.12.5 Demonstrates knowledge of the fair.
6.12.6 Demonstrates knowledge of vehicle race tracks.
6.12.7 Demonstrates knowledge of local spectator attractions.
6.12.8 Demonstrates knowledge of local recreational facilities.
6.12.9 Demonstrates knowledge of the public library.

6.12.10 Demonstrates knowledge of school spectator athletic events.
6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.
6.12.12 Names places/organizations which provide instruction in recreational activities.
6.12.13
6.12.14

6.13.0 Voluntarily utilizes public recreational facilities or programs.
6.13.1 Voluntarily goes to a park.
6.13.2 Voluntarily goes to the zoo.
6.13.3 Voluntarily visits museum.
6.13.4 Voluntarily attends dramatic presentation.
6.13.5 Voluntarily attends school social events.
6.13.6 Voluntarily attends local attractions.
6.13.7 Voluntarily attends vehicle races.
6.13.8 Voluntarily uses local recreational facilities.
6.13.10 Voluntarily uses public library.
6.13.11
6.13.12

Organizations and Service Clubs

6.14.0 Possesses knowledge of clubs and organizations.
6.14.1 Demonstrates knowledge of various community clubs/organizations.
6.14.2 Demonstrates knowledge of service clubs.
6.14.3 Demonstrates knowledge of fraternal organizations.
6.14.4 Demonstrates knowledge of volunteer organizations.
6.14.5
6.14.6

6.15.0 Voluntarily participates as a member of a club or organization.
6.15.1 Voluntarily participates as a member of a community club/organization.
6.15.2 Voluntarily participates as a member of a fraternal organization.
6.15.3 Participates as a member of a volunteer service organization.
6.15.4
6.15.5

Special Considerations in Recreation for Deaf-Blind

SPECIAL PROBLEMS AND ISSUES IN RECREATION FOR DEAF-BLIND

by Vera Schiller
and
Lillian Helgason

We believe it is essential to point out that deaf-blindness is more often than not accompanied by other handicapping conditions - physical, emotional and intellectual. For this reason, it is essential to individualize each issue that we approach. Every effort should be made to integrate deaf-blind people into community programs and activities. The concept of "community" includes the community which has no boundaries. Integration in this sense has a positive effect not only for the deaf-blind themselves but also for the population at large and the professionals involved in various programs who thus meet deaf-blind people and learn more about them.

Traditionally, established programs serving the blind have, to at least a limited extent, provided the bulk of services to deaf-blind clients. **However such programs have frequently excluded the deaf-blind because of the communication problem.** Programs for the deaf have included deaf-blind individuals to a far lesser degree, although this is beginning to change. Recreation needs of deaf-blind people can best be met through a team-work approach and a sharing of knowledge between those involved in work with the deaf and work with the blind. Recreation Therapists can be an important catalyst in developing such a team approach.

Before true integration of the deaf-blind into community programs can take place, preparation of the deaf-blind person and the use of well trained volunteers is needed. It is imperative that the "helping person" withdraw as quickly as possible to allow the deaf-blind individual to develop his own capacity for independent activity.

In terms of sex education, we recognize that not only must the deaf-blind person be offered as much background and information as possible in order that his awareness of appropriate sexual behavior might be developed; in addition, professionals in the fields of recreation, education and rehabilitation should also have courses during their professional training so that they can be better prepared to deal with this question.

In considering some behavior manifestations, behavior modification should be used as a tool as long as it appears to be an effective tool; once a goal has been reached, a specific behavior modification pattern should be re-evaluated.

Some of the unproductive and apparently non-purposive behavior such as flicking, spinning, etc., should be considered as clues to the behavior pattern of the deaf-blind child. However, therapeutic recreation services should help to substitute a more satisfying activity.

We recognize that as more and more attention and concern is given to the special problems and issues in recreation for deaf-blind children, youths and adults, the sooner these problems will be solved and deaf-blind individuals will be accepted and afforded the opportunity to make their "special contributions."

The National Institute Work Group consisted of Vera Schiller and Lillian Helgason, leaders, and Li Sookram, Tim Miller, June Spencer, Carole Hanson and Mary Thompson.

GUIDELINES FOR WORKING WITH DEAF-BLIND CHILDREN

by Charles S. Dougherty

Guidelines for Communication

The following are some basic guidelines to be aware of when working with the deaf-blind. These are only intended for those who have limited contact with the deaf-blind. More frequent contact, of course, would require advance skills beyond these.

1. When you approach a deaf-blind person, let him know - by a simple touch - that you are near. A warm, firm hand-shake will show your friendly interest.
2. Make positive but gentle use of any means of communication you adopt. Abrupt or exaggerated gestures might be disturbing or misunderstood.
3. Work out with him a simple but special signal for identifying yourself to him.
4. Learn and use whatever method of communication you adopt which he knows, however elementary. If a more adequate method might be valuable to him, help him learn it.
5. Always be sure the deaf-blind person understands you, and be sure that you understand him.
6. Encourage him to use his voice if he has speech, even if he knows only a few words.
7. If there are others present, let him know when it is appropriate for him to speak.
8. Always inform him of his whereabouts.
9. Always tell him when you are leaving, even if it is only for a brief period. See that he is comfortably and safely situated. If he is not sitting, he will need something substantial to touch in your absence. Place his hand on it before leaving. Never abandon a deaf-blind person in unfamiliar surroundings.
10. When with a deaf-blind person, keep sufficiently close so that by physical contact, he will know you are there.
11. In walking, let him take your arm. Never push him ahead of you.

12. Make use of a simple set of signals to let him know when he is about to (a) ascend a flight of stairs, (b) descend a flight of stairs, (c) walk through a doorway, (d) board a vehicle. A deaf-blind person holding your arm can usually sense any change in pace or direction.

13. Encourage a deaf-blind person to use his own initiative and ability, however limited. Encourage him to express his own ideas. Encourage his interest in new experiences.

14. Rely on your natural courtesy, consideration, and common sense. Avoid getting flustered or irritated if misunderstandings arise. Occasional difficulties in communication are only to be expected.

In helping a deaf-blind person, you will have many things working for you. Quite likely there will be difficulties, but your patience will go a long way in overcoming them. Common courtesy, common sense, and communication - those are the keys.

Avoidance of learning some minimal communication skill tends to reinforce the deaf-blind child's sense of isolation and not belonging.

Volunteers

Training is absolutely necessary. Good and bad practices and techniques of working with the handicapped have the same consequences whether they are performed by volunteer or paid staff. Just because volunteers are not being paid does not minimize the effect and impact that they will have on the participants.

Deaf-blind children are acutely sensitive to the feelings and attitudes of those around them. If a worker has any reservation or hesitancy whatsoever, then you should perhaps reconsider whether or not that person should work with the deaf-blind. The deaf-blind child can sense the worker's "up-tightness" and lack of confidence which in turn makes the child feel tense and nervous. Attempt to find out if the deaf-blind child relates better to a male or female because this can be an influencing factor.

Discipline

Just because the child is handicapped is no reason not to be firm and disciplinary. They need to learn proper behavior also. As with any child, be kind but firm and enforce rules. Since communication is a problem, remember rule-enforcement has to be demonstrated to the child.

Other Factors

Age of onset of the disability and the degree of involvement of the disability can also be determinants in the teaching and learning process. Children who have partial sight and/or partial hearing tend to be more fearful than those with total losses of both senses. The age of onset of the disability also is important. A child who was born with sight and hearing then loses it will be much more fearful and apprehensive and anxious about the sensory loss than a child who has been born without them and never knew what it was like to have had them. The child born without hearing and visions adjusts much faster and more easily than one who lost them later in life.

Endurance

The deaf-blind child's endurance (length of stay in the water) will be determined by such factors as: water temperature (they prefer 86 plus degrees); how they feel; and where else they have been to swim before and the results of that experience. Gradually increase the length of time in the water for the child through each of the training phases. Programs preferably should be held every day for 30-40 minutes.

Parental Involvement

Parents should be encouraged to go into the water with the child whenever possible during the initial stages. This is especially important in cases of extreme insecurity.

Consistency is important. Try to use the same volunteer with each child every time. Use the same routine. Keep everything familiar to the child. This reinforces his confidence and security. A change in staff may cause some regression in the child's progress due to the necessity of the trust-relationship.

Normalization

Every attempt should be made to place the deaf-blind child in a "normal" program as soon as possible. Deaf-blind children usually begin to relate to other children at about age seven. Peer modeling could be a tremendous help in working with the child.

Play and Equipment

The following is a partial listing of activities and toys that are useful in working with deaf-blind children.

Types of play:
a swing
sand box with pail and spoon
tricycle
wagon
merry-go-round
large inner tube to bounce or roll on
a doll buggy
small wading pool
slide
climbing bars
snow play

Toys:
keys on ring
nested boxes
aluminum pail plate and spoon
wooden spoons
wooden clothes pins
crumply paper
bean bags
soft modeling clay
baking dough
large beads
wrist bells
pans
plastic lids
hot pads, drum
paper carton
squeaky rubber toys
dangling toys
push and pull toys

Consumerism and Advocacy for Recreation for Deaf-Blind

CONSUMERISM: RECREATION FOR THE DEAF-BLIND BY THE DEAF-BLIND

by Louis J. Bettica

I would like to present two examples which I feel illustrate the impact of this severe dual handicap upon the individual with regard to his environment. Years ago, during a weekend camping trip, I shared a room with seven other men, five of whom were deaf-blind. It was a cold night, and sleeping was difficult for all of us, but for the two of the deaf-blind men it seemed impossible. It was two a.m., I was awake myself, and in looking around the room I became aware that one man, two cots away from me, was awake and that another man--next to me, but on the other side--was also wakeful. I remember thinking at that time that here were two men, very friendly toward each other, probably feeling miserable about not being able to sleep, who would have liked nothing better, just then, than to be able to spend part of that sleepless night in conversation. Yet despite the fact that only a dozen or so feet separated them, their handicaps had placed them oceans apart.

The significant factor is that outside resources must intervene to make these moments more meaningful and less wasteful. The necessity for intervention by outside resources, due to deaf-blind persons' dependence on others, places an extremely heavy responsibility upon every professional worker since it is so easy to overlook the role one's own feelings play while being involved with a deaf-blind person.

> **Deaf-blind people, in expressing their feelings about their handicap, usually point to their isolation from the environment, the confinement to a small area, the misunderstanding that they encounter from almost everyone, the lack of companionship leading to loneliness, and the fact that they are not able to take part in making decisions. These are the problems they find--or have found--as difficult to overcome as the handicap itself.**

Therapeutic recreation, as part of a team approach to the education and adjustment of the total individual, can certainly be helpful in providing the individual with some of the skills necessary to bring more satisfaction into his life. I would, however, like to reflect on those areas of frustration which deal with self-determination and which foster continued dependency, as a result of the attitudes of workers and others.

We have discussed in past sessions that in our work with people we as professional workers must be aware of our own feelings; and, that each client has a right to believe that we are free from biases and hangups, or even personal problems that may interfere with the quality of our work in the "teacher-student" relationship.

I tend to believe that most of us, here, are quite aware of our prejudices and biases, and I suspect that these are pretty much under control. I have seen children from minority groups treated equally in the settings I have visited throughout the country. I would, therefore, like to deal with those attitudes which can creep up on us so subtly as to be unrecognized.

At the National Center, no one is permitted to prejudge any deaf-blind trainee at the time of entrance into the program nor are the Center's Regional Representatives permitted to determine whether or not an individual can benefit from training.

> **We believe that only by objective observation of an individual's performance can his abilities be determined and his full potential developed. Deaf-Blind people have often expressed the fact that they are victimized by opinions and attitudes of people and workers who are closest to them and who may have great influence on their lives.**

In looking through a book of pictures of recreational activities at the Industrial Home for the Blind and the National Center, I deliberately added the picture of a man wearing a button about three inches in diameter, which clearly states I AM DEAF AND BLIND. This picture is a gimmick which I use in discussing restrictive attitudes which we are not usually aware of. In looking at that picture, you will most likely form a reaction to the label that the man is wearing.

Many of you are unfamiliar with work for the adult deaf-blind, and therefore may wonder about the purpose of this button. One reaction is that you would feel that this is the sort of thing you would never do to a deaf-blind person; another reaction is that you may say that you would never do such a thing to your deaf-blind people. These are generally the reactions of any group, and I believe that this group is no exception. I would, however, hope that the majority of you would have the former reaction, rather than the latter.

Filling the Needs of the Deaf-Blind - An Acrostic

Through this acrostic spelling of deaf-blind, Dr. James F. Garrett, Assistant Administrator of Research and Demonsrtations in the Social and Rehabilitation Service, has briefly summarized the needs of this too often forgotten part of our population. It has its relevance to those of us who teach and train multi-handicapped children and youth. **Louis M. Tutt**

D - DETAIL, painstaking
E - EFFORT, by both client and staff
A - ADJUSTMENT, the goal for the client
F - FACILITIES, a myriad of them needed for success

B - BELONGINGNESS, all of us want and the deaf-blind seldom have felt
L - LANGUAGE, commercial skill, fundamental
I - INDIVIDUALITY, differences
N - NUMBERS, thank goodness, small
D - DIVERSITY, needs ways of marking, personal resources

The button inscribed I AM DEAF AND BLIND, along with two other buttons--I AM DEAF AND HAVE POOR SIGHT, I AM BLIND AND HAVE POOR HEARING--are an integral part of our mobility training. The first button was actually developed by a deaf-blind person who desired some independence in mobility which he found only through the use of this button. Since travelling for deaf-blind people is such a precarious phase of life, we feel that everyone should be exposed to the use of the appropriate button; then, upon completion of training, they can decide whether or not they wish to use them. A majority of deaf-blind people use the button; others have tried to travel without it without much success, or with much less degree of success as with the button. This item is one that has given the National Center's staff a most difficult time in overcoming its feelings, as we too are not happy about labelling a person.

The point I wish to stress here is that neither you nor I--nor anyone else--has the right to decide whether or not this is the best procedure; only the deaf-blind person has the right to accept it or reject it.

In conclusion, I wish to stress that deaf-blind people want the opportunities to explore their potentials themselves, and with help when this is indicated. They want to be free to express their opinions, even though their opinions may not be popular. It is my hope that you will think in terms of doing things with them, and not for them; and let's have recreation with them, rather than for them!

Many of you work with deaf-blind children. My own contacts with these children have been rather limited; nevertheless, I have met a number of teenagers and former students, and it was apparent to me that they expressed or demonstrated their frustrations with the inability to be free from their helpers or companions. There are, of course, many children who are incapable of expressing their feelings, and it is conceivable that "acting out" is one form of expressing their inability to articulate their feelings to another person. As these children cannot speak for themselves, I would like to express a thought in a little poem I have just composed. I believe it indicates what we have been striving to express, and it could very well represent the child's appeal to you.

Help me to grow up so I can do my best,
Before the Good Lord calls me to my rest.

STRATEGIES FOR PROFESSIONAL ADVOCACY FOR RECREATION

by Ernest Drapela

Statement I

Accredited universities who offer degrees in Park and Recreation Management should include a course which deals with Recreation Advocacy, such as the course, Recreation and Legislation, offered at the University of Oregon. The subject matter is critical to all phases of professional recreation endeavors, which professionals should be trained to respond to.

Statement II

State societies should conduct comprehensive workshops in legislative methods in cooperation with existing agencies to train agency professionals who need to provide testimony for or against legislative proposals.

Statement III

Close coordination should be maintained with the National Recreation and Park Association and District Advisory Councils on issues of national significance.

Conclusion

A humanitarian appeal should be stressed on behalf of the deaf-blind of our nation. Their plight needs to be brought to the attention of the public and to establish a cause. The contributions of the deaf-blind, such as Helen Keller, to society need to be emphasized. In addition we need to be preparing measures for legislative bodies, preparing fact sheets, seeking private funds to match federal funds and pursuing objectives such as those suggested by the Deaf-Blind Project Director;

Objective I: Recreation Advocacy for Deaf-Blind should be included in the basic Introduction to Therapeutic Recreation course.

Objective II: State Societies and their respective Therapeutic Recreation sections should assist in promoting legislation, Federal and State, which will provide recreation service for deaf-blind.

Objective III: The NRPA and the District Advisory Councils of the NRPA should be informed of recreation for deaf-blind advocacy needs, issues, plans, etc.

Conclusion: "Leadership" is an individual responsibility as well as collective issue. No national effort will succeed unless there emerge across the Nation many individuals willing to take leadership roles at the state and local levels.

PARENTS ADVOCACY

by Lillian Helgason

Parents participation is an integral part of our total preschool program.

1) Parents involved in the planning of the activities.

2) Parents are involved in placement staffings.

3) Parents are involved in monthly meetings.

4) Parents are involved in periodic total preschool meetings in the evenings.

5) Parents are encouraged to come to school and observe the child and techniques used with the child.

6) Parents are visited in the home by the staff. Next year this will happen once a month.

Parents and school have a notebook going back and forth everyday just to write in natural everyday tidbits about the students.

I have used a Parent Information Group to give information about programs or subjects which would be of interest to all parents of deaf-blind

children. The groups will meet five times each year. For the coming year, the program will cover "Hearing and Communication" and will include sections on what various hearing losses mean, how speech can be encouraged, learning manual communication, and using manual communications.

The other type of group is for parents of children at the residential school. During a two day stay at the school, parents are asked to observe their child's program and have conferences with both teachers and houseparents concerning goals for their child. They have an opportunity to interact with other parents and other children. They are then included in a small group with the head teacher and the rehabilitation counselor to discuss particular problems relating to their children.

I am grateful I will have a good committee to work on the Parent Advocacy Study Group.

ADVOCACY FOR RECREATION SERVICES FOR THE DEAF-BLIND

by Louis J. Bettica

Up until this time there has been virtually no planning for recreation for deaf-blind children and very little for the deaf-blind adult, therefore, I am sure we will be excused if we dream a little during this session.

The National Center was the result of a dream, but Helen Keller along with Dr. Salmon had that dream many years ago, and it did not become a reality until recently. Therefore, at this time, strategies by various groups may seem like "Pie in the Sky" today. However, I am certain that some will be realized if we continue to voice the needs of the deaf-blind.

In proposing these strategies we must not always think in terms of the far distant future. We must look around us to see what immediate efforts we can all make at the conclusion of these sessions.

Those of us who are engaged in working with the deaf-blind, must, from now on, bring to our work what we have learned about recreation. If we sincerely believe that recreation has a part in our programs, we then have the responsibility of bringing it to the attention of Staff responsible for programming.

Those of us who are engaged in therapeutic recreation must, from now on, bring to our work, evidence that you are available to work cooperatively for the benefit of the deaf-blind.

This is where I believe reality can begin and although we can dream beautiful dreams, we here and particularly those of you in recreation, can make reality happen.

Since the greatest need is among the children, the strategy would then appear that a concentrated approach be made to the Coordinators and other leaders for the purpose of having this type of program available to every deaf-blind child who is so obviously in need of such a program.

Beatitudes for Friends of Exceptional Children

I want to share the "Beatitudes for Friends of Exceptional Children" in behalf of my daughter, Sherry, myself and all Deaf-Blind children and parents. ***Lillian Helgason***

BLESSED are you who take time to listen to difficult speech, for you help us to know that if we persevere we can be understood.

BLESSED are you who walk with us in public places, and ignore the stares of strangers, for in your companionship we find havens of relaxation.

BLESSED are you who never bid us to "hurry up", and, more blessed, you who do not snatch our tasks from our hands to do them for us, for often we need time rather than help.

BLESSED are you who stand beside us as we enter new, and untried, ventures, for our failures will be outweighed by the times when we surprise ourselves and you.

BLESSED are you who ask for our help, for our greatest need is to be needed.

BLESSED are you who help us with the graciousness of Christ, Who did not bruise the reed and quench and flax, for often we need the help we cannot ask for.

BLESSED are you, when by all these things you assure us that the thing that makes us individuals is not in our peculiar muscles, nor in our wounded nervous systems, nor in our difficulties in learning, but in the God-given self which no infirmity can confine.

REJOICE and be exceedingly glad, and know that you give us reassurances that could never be spoken in words, for you deal with us as Christ dealt with all His children.

Copied for PARENTALK, April, 1967.

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Evaluation in Recreation for Deaf-Blind

PROGRAM EVALUATION

by Robert Howell

Program evaluation can be divided into two distinct groups: 1) people oriented ex. consumer, staff, administration, and institution and 2) activity orientated, which is basically concerned with programs per se and equipment and facilities utilized in these programs.

People orientated program evaluation infers that program evaluation centers around the consumer and the persons who provide services to these consumers.

- **The consumer's needs, desires and interests should be evaluated and these needs should be reflected in program planning and the evaluation process.**
- **The recreation staff should be responsible for executing various recreational activities at the client's level of participation and evaluating progress based upon behavior objectives.**
- **The recreation administrator (supervisor) should be responsible for evaluating the recreational programs in terms of the consumer's needs and interests. He is further responsible for evaluating the program in terms of hospital (institutional) objectives and goals. Evaluation of the objectives and goals of the recreation department is also necessary.**
- **The institution should evaluate their programs in terms of meeting the total needs of the client, which includes the opportunity to participate in self-actualizing experiences.**

The activity orientated program evaluation begins with an evaluation of the goals and objectives of the recreational programs offered. These goals and objectives should be based on a sound departmental/institutional philosophy.

Criteria for establishing an effective means of evaluation of recreation programs must be determined. Some for developing questions which will assist in criteria for program evaluation are as follows:

1. Is the purpose of the program to provide a quality or a quantity experience? And to what extent?

2. Does the program insure a growing, learning, sharing experience?

3. What carry-over value does the program (specific activities) have?

4. Does the program insure the consumer the opportunity for success? For failure?

5. Does the program stimulate the consumer's imagination and development of skills?

6. Does the program provide the consumer with the opportunity to experience self-actualization?

7. How does the program improve the quality of life of the participants?

GUIDELINES FOR REVIEW OF RECREATION SERVICES

- The following information is extracted from the "Recommended Standards with Evaluative Criteria for Recreation Services in Residential Institutions" by Dr. Doris Berryman, based on a project supported by the U.S. Children's bureau.

Philosophy and goals

Standard 1. The therapeutic recreation services offered are based on a written philosophy of recreation as it applies to the residentia treatment center.

Criteria

a) The statement is in accord with the philosophy, purpose, and policies of the agency and has been approved by its administrative authority.

b) Within the department, provisions are made to acquaint all recreation staff members and volunteers with this statement.

Administration

Standard 5. Structure. Recreation Services are administered by a professional department as an integral part of the institution's overall functional structure.

Criteria

a) Administrative authority and responsibilities are clearly delineated in writing.

b) Responsibility for recreation services is assigned to professionally qualified staff.

c) The department administrator participates in interdepartmental meetings.

Personnel

Standard 13. Personnel Practices. The institution has written personnel policies and practice which are periodically reviewed by its governing body and revised as necessary.

Criteria

a) There is a written statement of personnel policies and practices.

b) A copy of the statement is given to each employee as well as kept on file in the department.

Programming

Standard 37. Needs and Interests of Residents. Recreation Services are designed to meet the needs, competencies, capabilities and interests of individuals and groups and take into account individual treatment objectives.

Criteria

a) There is an established method for assessing the needs, interests, competencies and capabilities of residents which includes:

1) an interview with each resident; and/or

2) access to pertinent medical, psychiatric and other information concerning each resident

b) Resident committees are utilized in planning the activities program where feasible.

Areas, Facilities, and Equipment

Standard 45. Design and Layout. Recreation areas and facilities are designed and constructed or modified to permit all recreation services to be carried out to the fullest possible extent in pleasant and functional surroundings accessible to all residents regardless of their disabilities.

Criteria

a) Recreation staff and appropriate outside consultants are consulted in the designing or modification of all recreation areas and facilities.

b) Recreation areas and facilities meet local legal requirements concerning safety, fire, health, sanitation, etc., codes.

EVALUATION OF MOTOR SKILLS

by Louis M. Tutt

•This plan is based on Evaluation and Assessment of Motor Skill Goals at the Deaf-Blind Department of the Michigan School for the Blind.

Goals

1. **To Introduce** to Each Child a New Environment for Exploratory Movement.

2. **To Help** Each Child Improve His Kinesthetic Awareness

3. **To Teach** Each Child New Physical Skills.

4. **To Help** Each Child Develop Improved Body Image and Self-Concept.

5. **TO HAVE FUN.**

Instructional Purposes

1. **To determine** the present level of motor skill development and motor readiness of each child.

2. **To assess** locomotor skill development of each child.

3. **To assess** body image and object concept of each child.

4. **To assess** audition and vision by employing materials and equipment relative to the child's potential.

5. **To assess** eye-hand and eye-foot coordination.

6. **To retain** growth charts and take height and weight measures twice yearly on each child. Compare normal and stress motor skill development.

7. **To promote** social and emotional interactions of the Deaf-Blind child through group motor skill activities.

8. **To plan** activities and experiences that are conducive to transfer of training and motor skills acquired and retained.

9. **To make** specific recommendations for each individual child as related to his motor skill development.

10. **To instruct** the staff and family members on method of stimulating and motivating further motor skill development.

BEH and the Deaf-Blind

by William A. Hillman, Jr., Coordinator
Physical Education and Recreation
Division of Personnel Preparation
Bureau of Education for the Handicapped
Office of Education
U.S. Department of Health, Education and Welfare

***I want to take this opportunity to briefly relate** our concern regarding recreation services for the deaf-blind child. Mr. Robert Dantona, the Coordinator of the Regional Deaf-Blind Centers in the Bureau of Education for the Handicapped, has been reviewing the recreation, physical education and leisure needs of the deaf-blind child.*

***The Deputy Commission of the Bureau of** Education for the Handicapped, Dr. Edwin W. Martin, Jr., has been concerned for some time about increased provision of all types of services to severely handicapped children and incorporated the recreation, physical education and leisure needs of the deaf-blind into the regulations and guidelines for the Education for the Handicapped Act.*

***Concurrently, various agencies and individuals in** the field have been expressing their concerns over the needs of severely handicapped children, particularly deaf-blind children. One of these individuals was Dr. John A. Nesbitt of the University of Iowa who developed a plan and proposal designed to impact on the development of programs and services for deaf-blind children, youth and adults.*

***Based on the priorities that had been set within** the Bureau of direct attention to training that would impact on low incident groups such as the deaf-blind, the National Institute and subsequent training program was given support as one of a number of projects seeking to impact on the provision of services for handicapped children.*

***The National Institute and the subsequent** Training Program was then one of a number of projects to be funded with the aim of impacting on the delivery of services and training relative to low incidence groups, in particular, the deaf-blind.*

***Mr. Dantona and I are hopeful that through the** interface of professionals working with the deaf-blind and therapeutic recreation specialists and adapted physical education personnel we will be able to enhance the existing services and programs to the deaf-blind child.*

***As Coordinator/Consultant in Recreation and** Physical Education in BEH I am also looking forward to this initial attempt to bring a dimension of services to deaf-blind children that will further enhance their quality of life. As leisure, recreation and cultural programming is developed for the deaf-blind child, I'm sure that the enhancement of the child's life will be the greatest reward that we as professional special educators, therapeutic recreation specialists and physical educators, can obtain from our present endeavors.*

Recreation's Contribution to Rehabilitation and Education of the Deaf-Blind

by Steve A. Brannan - Leaders
Jack English
Louis Bettica

1. The group believed it is difficult to assign specific recreation contributions to discrete areas of need. Specifically, the opportunity that recreation affords individuals to share experiences with others, thereby developing interpersonal skills, is relevant to the emotional, social, and prevocational need areas. Although interpersonal skill development seems to fall within the social area, it is a point of view that it cuts across other areas and, as an example, has been identified as a critical prerequisite for vocational services.

2. Still, the group believed that a study of the contributions of recreation to human needs does necessitate the approach taken by this Institute in exploring separate areas of human need. The important factor is that, as professionals dealing with those topics, we are sensitive to the overlap of contributions among need areas and even the overlap among needs themselves. In other words, it is difficult to consider emotional needs separately from social needs.

3. The focus on various contributions of recreation for meeting individual needs clearly emphasizes to both recreation specialists and other disciplines, how extensive the benefits of recreation can be for meeting basic needs of the deaf-blind individual.

4. Recreation offers a major means for promoting "mainstreaming" of the Deaf-Blind with their normal peers, achieving more "normalizing" life experiences for both impaired and non-impaired individuals.

5. Recreation provides much needed humanizing experiences for the Deaf-Blind individual who is so often de-humanized by family, friends, and society.

6. Recreation provides extension opportunities for enabling Deaf-Blind individuals to enjoy living.

7. Current emphasis on the Deaf-Blind is limited because of the:

a. Lack of recreational programs designed to accommodate this population.

b. Lack of Deaf-Blind availing themselves of recreation opportunities potentially available in the community.

8. Recreation activities should not be categorically developed for the Deaf-Blind, but should be individually tailored to meet the specific needs of the individual. The recreation therapist needs to focus on specific objectives, strategies, and means for evaluation. In other words, increased attention to individual programming.

9. The great amount of leisure time that the Deaf-Blind are expected to experience because of the limitations imposed by the disability calls for increased attention to this area in relation to many other handicapping conditions.

10. Recreation activities become the realistic "testing ground" for many areas of skill development.

11. There is a need for increased communication between recreation and other disciplines. There is a special need for bringing the fields of specialized education and recreation together. There is more similarity than difference between these two fields in that both are interested in the same goals. The process for meeting these goals is very similar even though the curriculum is different. In actuality, therapists are also teachers and teachers are also therapists.

12. There is a special need for including recreation or leisure time education within the school's curriculum:

a. Since education is preparation for life and leisure time is an important area of living, leisure time skill should be an integral part of the school curriculum.

b. The educator (versus the recreation therapist) provides the most intensive training (in terms of actual time spent with the child) and intervenes at the most critical period of development (0-18 CA.; referring at a younger age to efforts by early childhood educators)

c. Recreation is a medium for reaching educational goals through highly motivating (fun-producing, enjoyable) activities.

d. Because of the double impairment, it becomes more significant in serving Deaf-Blind individuals that more attention is given to an intensive and continuing program of service. A team or interdisciplinary approach better generates such quality and quantity of service to the Deaf-Blind person.

e. Increased communication between disciplines can produce a sharing of ideas, materials, etc. that are equally beneficial to each discipline in both separate and team efforts of service to the Deaf-Blind person.

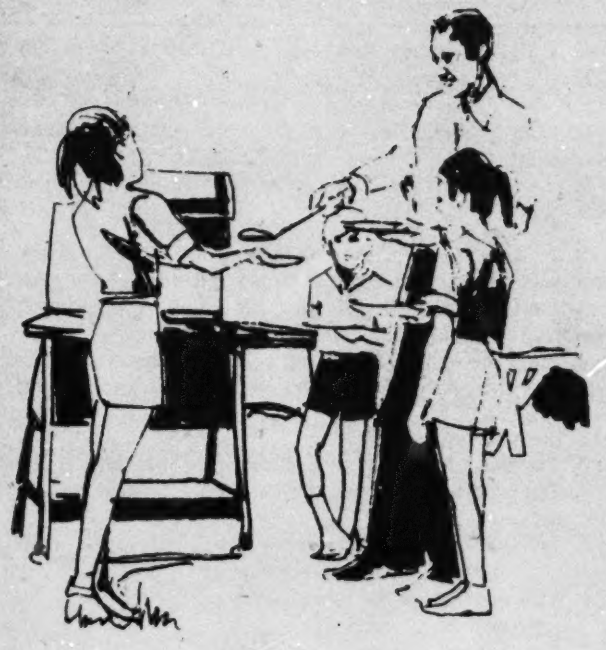
How recreation contributes to the following areas of human needs.

Emotional Needs

1. Allows for release of anxiety and even hostility.
2. Allows for a form of expression in socially acceptable ways.
3. Allows for accurate appraisal of own abilities.
4. Facilitates experiences of success and failure in a non-threatening environment.
5. Provides for enjoyment, pleasing fun.
6. Facilitate self concept development (self perception, feelings of success, increased motivation, feelings of acceptance are enhanced)
7. Helps individuals learn to delay gratification.
8. Helps individuals be able to handle disappointments.

Prevocational Needs

1. Allows for cooperation and team work to take place.
2. Involves the individual in dealing with rules and structure.
3. Enhances job related skills (finger dexterity, speed, eye-hand coordination)
5. Demands the development of peer relationships.
6. Involves the individual in dealing with time (clock), space (travel) and numbers (money).



Vocational Needs

1. Provides relief from boredom.
2. Regenerates interest and motivation.
3. Provides opportunities to share experiences with peers.
4. Provides opportunities for acceptance by peers, both normal and impaired.
5. Provides opportunities for assuming responsibilities; taking leadership roles.

Educational Needs

1. Supplements, complements, and enhances educational goals.
2. Extends the "school" environment by providing more actual life experiences as part of the persons education.
3. Provides for transfer of learning; more opportunities for applying concepts and skills acquired in the classroom.
4. Enables the Deaf-Blind individual to have more tactual interaction with the real environment; more emphasis on "concrete" experiences.
5. Enables both the Deaf-Blind and the specialist to assess individual permance in a real life setting.
6. Affords opportunities for changing inappropriate behavior patterns.
7. Provides many movement-oriented activities in contrast to solitary-oriented activities found in the classroom.
8. Helps fulfill the "team" concept of providing service to the Deaf-Blind.
9. Reinforces efforts of the classroom teacher.

Social Need

1. Fulfills the basic need of belonging.
2. Provides opportunities for practicing decision making based on personal and group values.
3. Provides opportunities for sharing activities and experiences with family and friends.
4. Increases acceptance by other persons because of greater involvement in non-competitive and success oriented activities.
5. Affords opportunities for making worthwhile contributions to the group.
6. Affords opportunities for expressing ones own ideas, feelings.
7. Allows for the development of social skill in less formal and "structured" settings.

Physical Development

1. Improves fitness.
2. Allows for physical contact.
3. Allows for improvement in areas such as body awareness and coordination.
4. Enables person to practice previously learned skills through realistic activities.
5. Provides the end goal for many physical education activities.

The National Institute Work Group that contributed to this paper consisted of Jack Sweetser, Jim Hanson, Kent Pipes and Elaine Szymoniak.

Continued from front cover.

Acknowledgements

We wish to express our appreciation for the guidance provided to us by the personnel at the U.S. Bureau of Education for the Handicapped and especially Dr. Ed Martin, Mr. William A. Hillman, Jr., Dr. Robert Dantona and Ms. Josephine Taylor.

One feature of the Project that was particularly gratifying was the active cooperation and support received from the Coordinators of the U.S. Bureau of Education for the Handicapped Regional Centers and Services for Deaf-Blind Children, the National Center and Regional Centers for Deaf-Blind Youth and Adults and the National Headquarters and Regional Consultants of the American Foundation for the Blind.

We wish to acknowledge the many individuals who participated in the National Institute, who provided advice and guidance through service on various expert advisory committes and to the Recreation Education Program faculty and students who worked actively in behalf of the mission of the Recreation Service for Deaf-Blind Project.

I wish to thank the following for their advice on the selection of information and material to be contained in this brochure: Louis Bettica, Steve A. Brannan, Paul Cotten, Jack English, Joel R. Hoff, Mary Meyers, Jan Thomas, Louis M. Tutt and BeeDee Soskin.

I hope that the brochure fills an information need for volunteers and parents as well as professionals working with people who are deaf-blind. The limitations on space made it necessary to delete a great deal of important information that was contained in the Report of Proceedings. I accept complete responsibility for all shortcomings.

J.A.N.
Iowa City, Iowa

A Statement of Rationale, Principles and Guidelines on Recreation and Recreation Service For Deaf-Blind Children, Youth and Adults

COMPILED AND EDITED BY
John A. Nesbitt and Gordon K. Howard

Based on the Views, Judgements and Opinions of the Participants in the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults.
Held April 29-May 1, 1974
Iowa Memorial Union
University of Iowa

This statement was developed using a modified Delphi technique. The participants in the National Institute were requested to state by priority (in rank order) their judgements about issues, needs, benefits, etc., in relation to recreation for deaf-blind children, youth and adults.

These statements were analyzed and organized into the general statement which follows. The aim of developing this statement is to provide interested persons with an awareness of the general views and judgements of the participants in the National Institute. The following section reports the Delphi rankings. They are presented with consideration given both to frequency of response and rank weight of the statement.

SECTION I. RATIONALE

A. Rights - the basic human and civil rights related to recreation, social participation, cultural participation or leisure that people who are deaf-blind should have include the following:

1. The deaf-blind person must be afforded an equal opportunity to participate in recreational programs and activities.
2. The right to one's individuality in society must be provided to all deaf-blind.
3. All public facilities, including recreational, cultural, park and leisure facilities must be accessible to the deaf-blind.
4. The deaf-blind should be assured the opportunity to explore fully and to achieve their highest potential in all human rights and endeavors, including recreational, cultural and leisure pursuits.
5. The deaf-blind must have freedom of choice in decision making including the right to fail.
6. The right to inclusion in public, social, cultural, and leisure organizations must be provided to the deaf-blind.
7. The deaf-blind person has the right to equal opportunity in education, recreation, health, welfare and employment.

B. Normalization - the primary normal recreational, park, cultural and leisure activities that should be part of the 'normal life cycle' of the person who is deaf-blind include the following:

1. Special interest clubs, hobbies and leisure activities, in public and private settings.
2. Physical recreation activity, with provisions for adaptation, individual and group programs.
3. Independence in social recreation and provisions to make this possible.
4. Companionship and the provision of means of achieving normal relationships.
5. Privacy and dignity and provisions to facilitate this.
6. The opportunity through recreation to achieve communication and sensory stimulation.
7. Opportunity in leisure to contribute to one's community.

C.* Contribution to Rehabilitation - the primary contributions to special education, rehabilitation, adjustment, etc. made through the provision of recreation opportunity and participation by people who are deaf-blind include the following:

1. Provides opportunity for enjoyment and fun; purpose to life.
2. Improves social skills.
3. Provides an added dimension for education, social adjustment, rehabilitation, pre-vocational experience and integration.
4. Enhances motor development and skills.
5. Contributes to personal adjustment.
6. Aids in control of behavior problems.
7. Enhances motivation.
8. Provides emotional release of anxiety and hostility.
9. Provides opportunities for friendships.
10. Provides a setting in which to use and improve communication skills.

*See the Report of the Work Group on Recreation's Contribution to Rehabilitation and Education of the Deaf-Blind for a more definitive statement relative to **Emotional Needs, Prevocational Needs, Vocational Needs, Educational Needs, Social Needs and Physical Development.**

D. Therapeutic Recreation - the specific 'therapeutic' benefits achieved through recreation (the provision of therapeutic recreation services on an individualized, diagnostic basis) include the following:

1. Provides release from isolation.
2. Improves academic skills.
3. Improves social and emotional growth.
4. Assist the deaf-blind person in achieving independence.
5. Develops a sense of achievement and of acceptance.
6. Develops positive self-concep t.
7. Inhibits unacceptable behavior.

SECTION II. NEEDS/BENEFITS

•The following are primary needs and benefits received from recreation participation by deaf-blind persons as listed by chronological age groups.

A. 0-12 years.

1. Physical education/motor skills development.
2. Development of body awareness.
3. Development of self-concepts, feelings of success.
4. Physical settings and facility for programs.
5. Development of remaining senses.
6. Social interaction and integration.
7. Diagnosis, programming and evaluation.
8. Expands environment.
9. Development of kinesthetic awareness and object concept.

B. 12-25 years.

1. Social awareness, interaction and relationships.
2. Integration into community groups.
3. Sex experiences and education.
4. Individual leisure (hobbies, pastimes) activities development.
5. Awareness of cultural/social facilities.
6. Safe environment to experience emotions.
7. Increased sense of independence.

C. 25-50.

This group contains many who have recently become deaf-blind (Usher's syndrom)

1. Confidence to carry on jobs, family responsibilities and other activities.
2. Outlet for activity, as participant and as spectator.

D. 50+ years.

1. Opportunity to participate with others in leisure activities.
2. Arts, crafts and other individual activities.
3. Outreach workers in recreation for the homebound.

SECTION III. SITES/SETTINGS

•The following are major problems that need to be overcome, needs to be met, or goals to be sought in providing recreation to deaf-blind in various settings.

A. State Schools for the Blind

1. It is difficult to find trained, experienced staff for recreation programs.
2. Cooperation between the deaf-blind area and the total school program in recreation is needed.
3. Counseling with parents should include information on recreation and use of leisure time by deaf-blind.
4. Information on what a recreation specialist can contribute to the total program should be compiled and made available.
5. Information gained from recreation programs should be shared so all programs can benefit.
6. The deaf-blind must be accepted as equal participants and included in all recreation programs in the schools.
7. Staff must develop positive attitudes toward recreation and recreation programs.

B. State School for the Deaf.

1. There needs to be increased involvement of the deaf-blind in recreation programming by all staff.
2. Placement of deaf-blind into community recreation services needs to be developed.
3. An increased sharing of information among staff is needed.

C. State Schools for Deaf-Blind.

1. There is a lack of understanding of recreation's role and function concerning deaf-blind.
2. Trained staff in all areas, including recreation, is needed.
3. Recreation activities appropriate to the needs of the deaf-blind should be identified.
4. There is a problem of funding recreation programs.

D. State Schools for the Mentally Retarded.

1. There is lack of trained recreation staff for deaf-blind.
2. Adequate funding of recreation programs is needed.
3. A development model for recreation is needed.
4. Increased cooperation among recreation and other program areas is desireable.
5. Goals should be established for recreation for deaf-blind.
6. Adapted recreation equipment should be developed.

E. Public School

1. There needs to be an increased awareness and acceptance in recreation and leisure of the deaf-blind by peer groups.
2. Increased social recreation opportunity for deaf-blind students is needed.
3. The problem of segregation in recreation and leisure of special populations should be dealt with.

F. Sheltered Workshop.

1. The deaf-blind should be taught recreation skills.
2. Appropriate settings and opportunities for recreation are needed.
3. Sheltered Workshops should seek cooperative assistance from other agencies in providing recreation opportunities.
4. Recreation must be provided as a means of offsetting isolation of the deaf-blind.

G. Social Service Agency.

1. Workloads are extremely heavy resulting in a shorter time to adequately work with deaf-blind, especially in recreation.
2. Social Service Agencies should coordinate services and locate appropriate agencies to provide recreation opportunities for deaf-blind.
3. Financial assistance for recreation for deaf-blind programs is needed.

H. Regional Diagnostic Center.

1. Expert staffing in recreation is needed.
2. Opportunities for referral for recreation are needed.
3. An individual recreation developmental model is needed.

I. Other.

A. Public Recreation Facilities

1. Recreation staff trained in work with deaf-blind are needed.

2. Community recreation programs for deaf-blind must be developed.

3. Volunteer assistance for deaf-blind recreation program should be provided.

B. Residential Schools

1. The deaf-blind needs to be involved in community recreation.

2. Individual hobbies and leisure skills need to be developed and utilized.

3. An increase in recreation programs which provide social interaction and opportunities to develop relationships are needed.

SECTION IV. GENERAL DEVELOPMENT

•In order to advance the overall provision of recreation for deaf-blind, i.e., recreation activities, organization of recreation programs, administration of recreation, reseach and training in recreation for deaf-blind, etc. the following are actions considered necessary or barriers that must be overcome.

1. A system for providing information on local recreation programs, recreation agencies and other services involved in recreation for deaf-blind should be developed.

2. There is a need for in-service training programs concerning recreation and leisure education for the deaf-blind and staff working with deaf-blind.

3. More work is needed in the area of communication needs and solutions in relation to recreation and leisure service for deaf-blind.

4. Provision for adequate funding for recreation programs should be discovered/implemented.

5. Information on successful or model programs in recreation should be disseminated.

6. Models for community interaction procedures in recreation and leisure, both social and facility sharing, need to be developed.

7. Programs for education of parents and community groups on the value of recreation should be developed.

8. Professional recreation for deaf-blind training sites should be developed to train both persons working in recreation and adjunct personnel.

9. Training programs for recreation counselors for deaf-blind should be provided.

10. Community groups that can be of assistance in recreation for deaf-blind should be identified and cooperation instituted.

11. A coordinating effort must be established to bring together recreation resources to meet needs.

SECTION V. ADVOCACY

•The following activities will serve to help recreation services, programs and opportunities for people who are deaf-blind.

A. Advocacy by Professional Rehabilitation Personnel.

1. An in-service training program for rehabilitation personnel on the contribution of recreation services.

2. Action to develop legislation and endorsement of recreation and leisure services to deaf-blind.

3. Train and employ recreation specialists to work in rehabilitation of deaf-blind.

4. Implement a program of integration of deaf-blind into existing community services and community recreation programs.

5. Continue to assist in overcoming communication barriers in recreation and leisure participation encountered by deaf-blind.

B. Advocacy by Parents and Lay Citizens.

1. Conduct programs to enhance public awareness of the contributions of recreation to overcoming the problems of the deaf-blind.

2. Form deaf-blind parent groups that can take active leadership in organizing recreation opportunities and services.

3. Enhance efforts to provide a normal family and home life for deaf-blind through recreation and leisure activities.

4. Use recreation as a means of helping the public to understand and accept the person who is deaf-blind in recreational, park, cultural and leisure settings.

5. Secure the rights of the deaf-blind to the "good-life" through recreation and cultural participation on a par with the general population.

6. Support and institute funding of recreation and cultural programs for deaf-blind.

7. Develop strategies for the complete integration of deaf-blind into existing recreation, cultural and leisure facilities.

8. Assist in the development of complete family and community acceptance of the deaf-blind as a total member of society.

C. Advocacy of Recreation Personnel.

1. Develop in-service training and workshops on recreation for staff working with deaf-blind.

2. Recreation personnel should serve as resource people for new recreation and leisure programs being developed.

3. Membership in professional associations can give voice to calls for action to develop recreation programs for deaf-blind.

SECTION VI. ADMINISTRATIVE OBSTACLES AND GOALS.

•Major administrative obstacles to be overcome concerning goals to be pursued in initiating, improving and expanding recreation programs follow:

1. Financial support for recreation services, programs, etc.

2. Administrative support to recreation staff and recreation programs.

3. Provision of trained recreation staff to work with deaf-blind area.

4. Interagency cooperation to provide recreation and leisure opportunity for the deaf-blind must be expanded.

5. The role of the recreation specialist in development of recreation programs and services needs to be clearly established.

6. A greater understanding of the recreation characteristics and recreation and leisure needs of the deaf-blind needs to be developed.

7. A philosophy needs to be stated concerning recreation for deaf-blind.

8. There must be development of adequate recreation facilities.

9. A program of accountability must be implemented for recreation for the deaf-blind.

SECTION VII. TRAINING NEEDS FOR REHABILITATION PERSONNEL

•These are specific needs in training and preparation of personnel working with people who are deaf-blind to enhance their ability to provide recreation opportunity for people who are deaf-blind.

1. Training in communication procedures and considerations in working in recreation with deaf-blind.

2. In-service training for non-degree recreation aides.

3. Develop new approaches to enhance interest in and desire for recreation.

4. There is a need for a training program in community relations in recreation for personnel working with deaf-blind.

5. A program of on the job training in recreation methods needs to be developed.

6. Material concerning evaluation, assessment, programming and administration of recreation services for deaf-blind needs to be developed.

7. Training on characteristics, patterns and problems of deaf-blind related to recreation and leisure is needed.

8. There is a need "to listen" to the deaf-blind person relative to recreation and leisure to fulfill his/her needs, not impose needs, interests, etc.

9. There should be an awareness of the individual deaf-blind person's abilities and needs.

10. A greater knowledge of motor skill development should be developed.

11. An understanding of motivational procedures in recreation is important when working with deaf-blind.

12. All persons working with deaf-blind should have some background in work and procedures with emotionally disturbed persons.

13. Centers for the development and training of personnel work in recreation for deaf-blind should be established.

14. Workshops on recreation and leisure for administrators, parents and others should be developed.

15. Persons working in recreation for deaf-blind should be highly skilled in adaptation of material and equipment.

16. Provisions for practicum are necessary for recreation students who wish to work with deaf-blind.

SECTION VIII. TRAINING NEEDS FOR RECREATION PERSONNEL

•Some specific training and preparation needs of recreation personnel who provide programs for people who are deaf-blind are as follows:

1. Training in deaf-blind communication techniques.

2. A knowledge of diseases and causes relating to deaf-blindness, their prognosis, etc.

3. An awareness of teaching techniques in working with deaf-blind.

4. Procedures in guiding the blind and cane mobility.

5. Methods of adapting activities and equipment.

6. A background in psychology of exceptional children and adults.

7. A knowledge of motor skill and development and adapted physical education.

8. Actual experience in work with deaf-blind.

9. A knowledge of techniques of curriculum development and therapeutic recreation program design.

10. Be familiar with individual prescription techniques.

SECTION IX. RESEARCH

•Listed below are some specific deficits in knowledge and insight that should be investigated or studied through research.

1. Use of recreation in the elimination of unacceptable behavior in deaf-blind persons.

2. Analysis and determination of high "outcome/result" recreation and leisure activities for deaf-blind.

3. Research on effect of physical activity on motor development and physical growth of deaf-blind.

4. Establishment of motor development norms.

5. Studies on determinents of increased motivation in recreation and the subsequent effect on general behavior.

6. Studies on the function of recreation and play in language acquisition.

7. Research on the use of recreation in treating the autistic child.

8. Case studies on the success of deaf-blind in community recreation programs, in family recreation, in institutional recreation, etc.

9. Correlation studies between education and recreation/play.

10. "Life style" studies of recreation and leisure of various categories of deaf-blind.

SECTION X. DEMONSTRATION

•Specific demonstration projects that should be conducted relative to recreation programs, activities and services for deaf-blind follow.

1. Regional demonstration recreation programs.

2. State demonstration recreation programs.

3. Development of university training team in recreation for deaf-blind to advise institutions.

4. Pilot projects in specific-recreation areas (dance, art, etc.)

5. Demonstrate procedures for self-evaluation of recreation programs and activities which agencies are now providing.

6. Develop and evaluate the effectiveness of various audio-visual training aids, i.e., films, video tape, etc.

7. Develop and demonstrate a model camping program for deaf-blind.

8. Develop and demonstrate a model social recreation program for deaf-blind in a community setting.

9. Demonstrate the effectiveness of a rural, itinerate therapeutic recreation person; and a regional TR consultant and a state TR consultant.

10. Demonstrate the effect on handicapped and nonhandicapped of inclusion of deaf-blind person in regular, ongoing recreation programs.

11. Organize, conduct and evaluate the effect of on-site training in recreation for deaf-blind.

COORDINATING THE DEVELOPMENT OF RECREATIONAL SERVICES WITHIN THE FRAMEWORK OF CURRENT STATE AND FEDERAL PROGRAMS

by Jerry Brown
and
William Keenan

Need For Coordination

Providing comprehensive services for deaf-blind individuals is very complex indeed. One needs to consider the "total" person; consequently, the educational, recreational, social-emotional and family learning experiences needs must enter into planning and implementation of programs. We must first recognize the fact that all handicapped individuals have equal rights to an appropriate educational-recreational program.

The deaf-blind have no rights not given to the nonhandicapped; but by the same token they have no less, as guaranteed by the "equal protection of the law" granted by the 14th amendment of the U.S. Constitution. As such, they are entitled to the same programs as are offered to the non-handicapped, by several states and local governments.

The deaf-blind individual has the right to recreational programs appropriate to his needs whenever such programs are provided for the citizenry at large. Second, in order to provide comprehensive services, a team approach must be utilized. Third, financial arrangements need to be made in order to support such programs.

Early identification, planning, and implementation of the total program may include all or many of the following professionals:

parents	psychologist
teachers of the deaf-blind	rehabilitation counselor
social worker	recreation worker
speech pathologist	principal-director
audiologist	medical profession
house parents	physical therapist
occupational therapist	social groups, etc.

Subsequent to early identification of the individual with a visual and hearing problem, a comprehensive evaluation must be completed. This evaluation must define the individual needs of the person. A plan must be developed and must include goals and objectives for the deaf-blind individual.

These goals and objectives must indicate what is going to be done, who is going to do it, who is going to assure that the goals and objectives are completed, a time line must be developed, and criteria included to measure if the goals and objectives have been met. Each member of the team must know what the goals are, and what his part is in their attainment. For the deaf-blind individual, there is little to separate the educational and recreational aspects of the program.

While the roles and functions of each member of the team may vary at different points in time, one important fact that must be uppermost in every team member's mind is the consideration given to communication. Various methods may be utilized; the alphabet plate, finger spelling, signing, tactile communication, or others. All members of the team must be able to utilize whatever means is necessary to communicate in order to be successful in providing any educational, recreational, or social interaction.

Funding and control of appropriate services have been major problems in past approaches. The responsibility for providing educational-recreational services has too often been the responsibility of federal programming. This responsibility must be accepted at state and local levels. The federal role in funding might be most appropriately in providing demonstration and research projects.

State and local school agencies should assume greater responsibility for the profoundly handicapped, especially from birth to twenty-one years of age. Other agencies - social services, private agencies, etc. - must plan for the adult deaf-blind advisory council, including a recreational specialist in its composition.

State institutions should assume a greater responsibility in programming for their concentrations of residents who are deaf-blind. While eligible for institutional services by virtue of other handicaps, the deaf-blind must receive programs adapted to their unique constellation of problem conditions, even though they may be in state schools for the deaf, blind, mentally retarded, mentally ill, and so forth.

It seems reasonable to make the following position statements:

1) More responsibility for funding service programs for deaf-blind individuals must be assumed at state and local agency levels. Federal funding should emphasize demonstration projects, research, and supplemental services.

2) Recognition of the need for comprehensive planning on a state or regional level and the development of goals and objectives to meet the needs of individual deaf-blind persons. During the development of a comprehensive plan, it is recommended that a person trained in therapeutic recreation be appointed to the regional and state advisory committees serving deaf-blind programming.

3) The need for a team approach in planning and implementing services must be recognized.

4) The need to emphasize early identification, counseling, and home visitation and/or pre-school programming for the deaf-blind person is of utmost importance.

5) The need to develop on-going programs which will emphasize self-help skills, vocational training, etc. be recognized and implemented.

6) The need to develop data collection systems, the sharing of information between agencies, needs verification, program planning and development must be implemented.

7) Appropriate training of persons in therapeutic recreation and all other professionals who interact with the deaf-blind person. Emphasis must be given to deafness and its unique implications.

8) Departments providing training in therapeutic recreation and special education need to communicate and provide cross training of personnel.

The National Institute Work Group consisted of Jerry Brown and William Keenan, leaders, Fred Humphrey and Herb Lang.

ADMINISTRATION OF RECREATION PROGRAMS AND SERVICES FOR DEAF-BLIND

by Charles Woodcock

A. Personnel policies and standards in employment of recreation personnel

1. That policies must be within the parameters allowed by the governing agency, no less nor more than those expected of other employees; (e.g. dress codes, health standards, performance expectations; sick leave, vacation, etc.)

2. That a certification system (as opposed to a registration system) should be developed and adopted.

3. That job requirements should be competency based: (e.g. based on abilities, skills, understanding, effectiveness in achieving agency and professional objectives)

4. That, in addition to competencies expected, the administrator possess the following qualifications:

a) BA degree in Recreation Therapy or closely allied program;

b) Five (5) years of experience (combination leadership, supervision, admin., etc.) of which at least two years are with Deaf-Blind

B. Recruitment, supervision and retention of recreation volunteers

1. The responsibility of volunteer recruitment is to fall upon the administrator of the recreation program, as well as other Professionals in the field - suggest following resources, College Spec. Ed. and Rec. Programs, H-Schools, Various Community Groups.

2. The Institute level is responsible for guiding and assisting his program director and other staff in in-service training of volunteers.

2. The Institute level is responsible for guiding and assisting his program director and other staff in in-service training of volunteers.

3. Incentive procedures for retainment of volunteers should be instituted.

C. Organization of recreation services including records and reports, budget and fiscal administration and support services.

1. The therapeutic recreation specialist has a right to expect records and data concerning each individual. These records should provide sufficient data to enable the therapist to write meaningful prescriptions.

2. Allocated funds should be definite and clearly defined as to the clientele to be served. No recreation program should have to operate on a catch as catch can basis for funds.

3. Fiscal management procedures of a given agency should be known and adhered to.

4. Maximum use of support services, equipment and transportation, through correlation with other programs should be a basic concern. The recreation program should have a regular means of replacing, adding and updating equipment without replicating what is available through inter-departmental loan from other departments within the same agency.

D. In-Service Training for Recreation volunteers, other professionals, students and adjunct personnel.

1. There should be an in-service training program including -

•a) Orientation and Mobility technique training (e.g. sighted, guide)

•b) Basic sign language

•c) Overview of Recreation Program (philosophy) plus an accent on the individual's area of concentration

•d) Introduction to the population (e.g. terminology)

•e) Parent handbooks, films, reference people and materials should be made available to all personnel

•f) Introduction to general organizational rules and regulations.

The National Institute Work Group consisted of Charles Woodcock, leader, and Charles Dougherty, Pauline Castro, Gary Cannon, Ron Gascko, Tom Miller, Mary Thompson and Robert Howell.

AN ADMINISTRATOR'S GUIDE TO THE DEVELOPMENT OF RECREATION AND LEISURE SERVICES FOR DEAF-BLIND

by John A. Nesbitt

The development of professional recreation service in service to deaf-blind requires that administrators and coordinators as well as various members of the deaf-blind service team have some general expectations and some idea of quality control points in program development. The following 10 points are suggested for administrators and coordinators in facilitating the development of the professional recreation service for deaf-blind program.

1. One to Three Years Needed for Development

It takes from one to three years to develop a professional recreation program. This involves recruiting professional recreation personnel and providing in-service training, the development of a budget, etc. Unrealistic expectations relative to the time needed to develop a professional program serve to undermine the program's development.

2. In-Service Training Needed

Very few professional recreation personnel have undertaken professional preparation to work with sensorily handicapped, in particular deaf-blind. Thus, the best means of providing professional recreation personnel for recreation programs for deaf-blind is to recruit professional, prepared and experienced recreation personnel who take special in-service training preparation in service to deaf-blind. The alternative, i.e. to recruit personnel who are trained or experienced in deaf-blind and to attempt to provide on-the-job training in recreation results usually in a non-professional program with limited potential to contribute to education, rehabilitation, recreational development, etc.

3. Minimum Recreation Personnel Standard

The initial appointment in a regional recreation service for deaf-blind program is necessarily at the Recreation Consultant or Recreation Director level. Each position requires a Masters degree and/or experience in therapeutic recreation service. Following this initial appointment other staff may be obtained recruited at lower levels of professional preparation i.e., Recreation Supervisor, Recreation Leader and Recreation Aid/Assistant. To employ less than masters level registered personnel initially results in a number of difficulties in upgrading both personnel and program.

In obtaining professional recreation personnel it is imperative that the National Recreation and Park Association Personnel Registry and the Professional State Park and Recreation Organization be used. It should be recognized that there are only approximately 1,200 professionally registered recreation personnel. While the supply of such personnel is limited, to recruit other than professional personnel will result in undermining permanently the recreation program that is provided.

4. Professional Methods Relative to Individual Students

The critical element in a Professional Recreation Program is the use of an individualized, sequential intervention and evaluation plan. The individualized, sequential intervention and evaluation' plan is based on the following basic linear therapeutic construct:

Assessment
Diagnosis
Prognosis
Prescription
Intervention
Evaluation

The media of Professional Recreation are recreation, play, sports, leisure activities, creative activities, games and so on. In terms of the individual student, the Professional Recreator establishes specific ameliorative objectives which can be measured in terms of cognitive, affective, social or physical development. The Professional Recreator works with the interdisciplinary deaf-blind service team in contributing to the overall rehabilitation, education, and functional development of the individual who is deaf-blind. The Recreation Program that lacks these features is simply not a professional program.

5. Professional Methods Related Groups of Students

The total recreation program includes a number of activities designed to meet the group needs of students. It operates on a daily, weekly, monthly, seasonal and year-round basis. But, no less than the individualized recreation activities, the total program is designed to achieve specific objectives that contribute to the rehabilitation, education and functional development of individual students. The program that lacks specific objectives based on needs and evaluation of the progress of the individual within the group is not a Professional Recreation Program. And, a non-professional program simply will not fulfill the recreation potential.

6. The Recreation Service Manual

This is a manual prepared by the Recreation Director or Recreation Consultant. It includes brief descriptive statements about all facets of the recreation service, including personnel, program, activities, administration and organization, methods, diagnostic and evaluative tools, general guides to programming, etc. This document facilitates general supervision of the recreation program by administrative personnel as well as coordination among all members of the deaf-blind service team.

7. Professional Recreation Consultation

At the present time, primarily because of the impetus of the U.S. Bureau of Education for the Handicapped, there are many advances being made in the development of Professional Recreation Service. The best means of incorporating these developments into an ongoing program is through consultation. Thus, an important feature of the Professional Recreation Service is the involvement at least twice a year of an expert consultant. Of course, this is supplementary to the participation of professional recreation personnel in state and national special education and therapeutic recreation professional conferences and meetings.

8. Recreation Research and Evaluation

As recreation is one of the most recent considerations in the provision of services for deaf-blind, it is imperative that research on activities, methods and programs as well as demonstration projects be undertaken. Provision for research, evaluation, demonstration is a basic part of the work content of the Recreation Consultant or Recreation Director.

9. Training in Recreation Activity, Program, etc.

Training is another important part of the work content of the Recreation Consultant or Recreation Director. Those who will need training in the role of recreation, recreation activities, recreation methods, etc., include professional staff, teachers, aides, parents, administrators, volunteers, community service personnel, etc. Time required for research and evaluation (see point 8) and training can be up to one-third of the Recreation Consultant's or Director's total work time.

10. Annual Recreation Service Report

One means of overseeing the development (see point 1) of the professional recreation service is the preparation and dissemination of an annual report that covers general administrative and programming developments and in particular cites the specific contributions made to individual students and groups of students in terms of rehabilitation, education and functional development.

THE FUTURE OF RECREATION FOR THE DEAF-BLIND

Credibility of Recreation

What is the future of professional recreation service for the deaf-blind? We believe that recreation and cultural fulfillment for deaf-blind will receive increasing attention from all who are concerned with deaf-blind. We believe that professional service for deaf-blind is an area that will receive increasing attention over the next five to seven years.

First, education and employment are at best only partial answers to the total rehabilitation aspiration that we have for people who are deaf-blind. Thus, there are and will be voids unless a meaningful activity is provided to fill the voids. And, recreation and cultural activities, per se, are meaningful and actually have the potential to be as meaningful or more meaningful than education and vocational activities.

Second, recreation can, does and will contribute to the education and rehabilitation of the person who is deaf-blind. There will be increasing recognition of this. Based on these first and second points we believe that recreation has achieved an intial level of credibility.

Third, as we have determined, professional recreation service for the deaf-blind is just being born so growth can be anticipated.

Recreation Professionalization

Another major feature of the development of professional recreation service for deaf-blind is the professionalization that is taking place. Let us assume that 'professionalization' consists of general acceptance of a particular area, specific knowledge, research, professional education, registration or certification, personnel standards, recruitment and professional organization. While we are not suggesting the development of a full blown new professional group such as rehabilitation counselors, what we are suggesting is that to a limited but still very important extent 'professionalization' of recreation service for deaf-blind has occurred. The future organization and delivery of service will be significantly improved to the benefit of the person who is deaf-blind.

We want to point out that this 'professionalization' has been made possible through U.S. Office of Education Bureau of Education grant made under the supervision of Mr. Robert Dantona and Mr. William A. Hillman, Jr. The grant is for the National Project on Recreation Service for the Deaf-Blind. Without this grant and the project it is doubtful that there would be any type of professional attention to recreation for the deaf-blind within the foreseeable next 25 years. The Recreation and Park Profession, per se, lacks the means and the inclination to invest in such an undertaking.

BEH Support Necessary

We want to make it clear that Federal agencies such as the Bureau of Outdoor Recreation and some 50 other major Federal agencies concerned directly or indirectly with recreation have little or no interest in the ill and handicapped in general or the deaf-blind in particular beyond pity and charitable indulgence. Recreation for the ill and handicapped in general and recreation for the deaf-blind in particular has been, is and will be the responsibility, by default, of those who are concerned about the ill and handicapped, we 'rehabilitation people', and not recreation people at the Federal, state or local levels. Those of us who are concerned about the ill and handicapped must recognize this fact of social service practicality. There are pockets of recreation support and assistance and we are now developing strategies to bring these into play. But, they are very limited. Thus, further leadership and significant program development will necessarily come from the Bureau of Education for the Handicapped and no one in any way concerned about the future of deaf-blind and their opportunity for recreational and cultural fulfillment should waste time even speculating about any alternative means of support or assistance.

Areas of Professionalization

Relative to the professionalization and development of recreation for the deaf-blind the following observations can be made.

General Acceptance: first, in regard to 'general acceptance', in conducting this national project and working with people from some 25 states we believe that there has been a high degree of initial acceptance. People serving deaf-blind have considered recreation and are in the process of taking various actions to develop recreation programs and opportunities for deaf-blind. So, our opinion is that there is acceptance of recreation for deaf-blind within deaf-blind services, locally, at the state level and nationally.

Body of Knowledge: second, we believe that a distinct body of knowledge and practice has been identified, transcribed and is now being disseminated. This body of knowledge is not based on the experience and practice of simply one or two famous training sites, or special research-demonstration sites; rather, this body of knowledge is representative of some 50 local program sites and is the synthesis of experience. Now, rather than there being 10 or so scattered articles and monographs, there is a compendium of experience, a synthesis of what is being provided all across the nation.

Research: third, research is being undertaken at the present time. Initially, the research is descriptive relative to the status (quality) and level (quantity) of recreation service and opportunity, but evaluative and developmental research is in the process of being conducted. This will contribute to the body of knowledge of deaf-blindness and will improve the delivery of recreation service as well as the one-to-one recreation techniques that are used. So, supplementing experimental knowledge will be scientifically based insight into the organization and provision of professional recreational and cultural activity and participation by deaf-blind.

Education: fourth, professional education in recreation service for deaf-blind has been developed. First, we are preparing a course outline for 'Professional Recreation Service for Deaf-Blind'. Second, we are preparing guidelines for undergraduate and graduate specialization in professional recreation service for deaf-blind. This information will be disseminated nationally to departments of special education, recreation, physical education and regional coordinators of services for deaf-blind. Thus, we do have guidelines on professional education in recreation for deaf-blind and these will be disseminated.

Personnel Standards and Registration: fifth and sixth, personnel standards and registration of personnel exist at the present time for therapeutic recreation service and both have application to the recreation service for the deaf-blind field. Contained in this paper is information which suggests the personnel standards that should be used. In the near future we will disseminate to the regional coordinators a more detailed guideline covering roles-functions, job descriptions, and suggested salary for various levels or types of personnel employed in recreation service for deaf-blind. The matter then becomes one of voluntary self-directed adherence to these guidelines. Specific administrators and supervisors will figure out very good reasons why they do or do not use these personnel standards and in turn the recreational and cultural programs that are provided will be reflective of the standards that have been applied. Regarding registration there is an excellent plan for National Voluntary Registration in Therapeutic Recreation Service. Every recreation person employed to provide recreation service for deaf-blind should be registered. Again, the degree to which administrators and supervisors support and pursue these professional personnel guidelines and standards will be a matter of individual and program discretion for the time being. At some future time, it may be that state and Federal regulations will require that certain standards be met.

Recruitment: seventh, recruitment has barely been undertaken. However, it is anticipated that in the next three years recruitment will receive attention.

Professional Organization: finally, eighth, there is the matter of professional organization. By no means is there any need for a distinct professional organization for professional recreation personnel in service to deaf-blind. But it would be appropriate within the existing primary organizations to organize committees or exchange groups, on 'Recreation (and Physical Activity) for Deaf-Blind. Further, there has been discussion of a national committee or association on recreation for deaf-blind which would advocate for the development and promotion of recreation programs and recreation services for deaf-blind.

Federal Support

Federal support is the final factor in this prediction of development. The guidelines relative to funding for children who are deaf-blind include the provision of physical education and recreation for the handicapped. Thus, the means of supporting recreation services for deaf-blind have been provided.

There are four key factors in the development of recreational and cultural opportunity for children and youth who are deaf-blind. Most important is the fact that recreational and cultural opportunity is needed by deaf-blind. Second, those involved in providing educational and rehabilitation services for deaf-blind are now aware of that need and are motivated to respond to it by starting or expanding recreation service, by recruiting professional recreation personnel and by giving individual and program support. Third, through the USOE-BEH supported project a major step forward has been taken in the 'state of the art' of professional recreation service for deaf-blind. Finally, there is an opportunity for support of recreation service through the Federal deaf-blind program. Thus, the major prerequisites have been met and are in order. **It is gratifying to anticipate that significant program development will take place all across the nation.**

Appendix A

•THERAPEUTIC RECREATION PERSONNEL REGISTRATION, TITLES AND STANDARDS*

☐TYPICAL DUTIES & SALARY FIGURES

Recreation Aide/Assistant - Therapeutic Recreation Assistant

•Two years of successful full time paid experience under direct supervision of a registered or registration eligible therapeutic recreation Supervisor or Director, or, two hundred clock hours in-service training...

☐Assists in the leadership and instruction of individual and/or group recreation activities.
MIN. SALARY: $8,500.

Recreation Leader - Therapeutic Recreation Technician

•Associate of Arts degree from an accredited college or univeristy or satisfactory completion of two years of college with a major in recreation or in other fields related to therapeutic recreation...

☐Instructs, leads and evaluates individual and/or group recreation activities.
MIN. SALARY: $9,000

Recreation Supervisor - Therapeutic Recreation Worker

•Baccalaureate degree from an accredited college or university with a major in recreation or field related to therapeutic recreation...

☐Directs and supervises a recreation program in a hospital, rehabilitation institution, school, community or private agency or other setting.
MIN. SALARY: $11,000

Recreation Director - Therapeutic Recreation Specialist

•Master's degree from an accredited college or university with a major in therapeutic recreation or, Master's degree from an accredited college or university with a major in recreation and one year of experience under a registered or registration eligible therapeutic recreation Director...

☐Has major responsibility for planning and administrating a broad therapeutic recreation program in a hospital, rehabilitation institution, private or community agency, or other setting.
MIN. SALARY: $13,500

Recreation Consultant - Master Therapeutic Recreation Specialist

•Master's degree from an accredited college or university with a major in therapeutic recreation and two years experience under direct supervision of a registered or registration eligible recreation Consultant...

☐Provides extensive professional direction and guidance over a broad jurisdiction in the initiation, planning, development and operation of therapeutic recreation activity programs, **and/or** prepares students to work with ill, handicapped and disabled persons **and/or** conducts research.
MIN. SALARY: $16,000

*This descriptive statement was first developed when Dr. Nesbitt served as advisor to Mr. Lowell S. Miller, M.S. Candidate in Recreation and Leisure Studies (therapeutic recreation concentration) at San Jose State University, San Jose, California, in the project, "An Analysis of Supply and Demand for Professional and Para-Professional Personnel in Therapeutic Recreation Service."

Sources of Information and Assistance on Recreation for Deaf-Blind

THE RECREATION SERVICE FOR DEAF-BLIND PROJECT

The Recreation Service for Deaf-Blind Project was conducted over a two year period, 1974-76, by the Recreation Education Program of the University of Iowa through a grant from the Bureau of Education for the Handicapped of the U.S. Office of Education. The first year of the project culminated in a National Institute attended by many of the nation's foremost experts in service for the deaf-blind and recreation service for handicapped.

During the course of the two year project the following was accomplished:

- Provided data on the recreation and leisure life experience of the deaf-blind in various settings and age groups.
- Assessed the current status of recreation services for deaf-blind.
- Identified model recreation programs for deaf-blind.
- Developed technical information such as bibliographies on recreation for deaf-blind.
- Provided case studies and surveys relating to programs, services, etc.
- Conducted a National Institute at The University of Iowa.
- Developed and published instructional materials.
- Conduted and reported on research and demonstration activities.
- Conducted regional replication institutes and training sessions nationwide.

Continuing Activities

The basic aims of the Project are continued as possible through the following activities:

- Publication of monographs on training, research and programming.
- Provision of bibliographies on basic texts in recreation, basic materials in recreation for deaf-blind, information and materials related to recreation and leisure for deaf-blind; provision of information on audio-visual aids, equipment, materials, etc.
- In-service training provided by Project staff as possible and referral to designated speakers, consultants and trainers in therapeutic recreation service and adapted physical education.
- Compilation of reports and project proposals on recreation and leisure service for deaf-blind.
- Advocacy for the initiation, expansion and improvement of play, recreation and leisure opportunities for deaf-blind children, youth and adults.

For Further Information Contact:
John A. Nesbitt, Professor
Recreation Education Program
Recreation for Deaf-Blind Project
The University of Iowa
Iowa City, Iowa 52242
Telephone: 319/353-6805

REGIONAL CENTERS FOR DEAF-BLIND

Anyone wishing information on programs and services for deaf-blind may contact the Regional Center closest to them.

John Sinclair
New England Center for Services to Deaf-Blind Children
% Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

George Monk
Midwest Regional Center for Services to Deaf-Blind Children
P.O. Box 30008
Lansing, Michigan 48909

Hank Baud
Mid-Atlantic Regional Center for Deaf-Blind Children
Room 449 Educational Building
Edenton & Salisbury Streets
Raleigh, North Carolina 27605

N. Khogendra Das
Mid-Atlantic (North) and Caribbean Regional Deaf-Blind Center
% N.Y. Institute for the Education of the Blind
999 Pelham Parkway
Bronx, New York 10469

Edwin Hammer
South-Central Regional Center for Services to Deaf-Blind Children
Callier Hearing & Speech Center
1966 Inwood Road
Dallas, Texas 75235

Jack Sweetser
Northwest Regional Center for Deaf-Blind Children
3411 South Alaska Street
Seattle, Washington 98118

John Crosby
Southeast Regional Center for Deaf-Blind Children
Alabama Institute for the Deaf and Blind
Box 268
Talladega, Alabama 35160

William Blea
Southwest Regional Center for Services to Deaf-Blind Children
% State Dept. of Education
Div. of Special Education
721 Capitol Mall, Room 124
Sacramento, California 95814

John Ogden
Mountain-Plaines Regional Center for Services to Deaf-Blind Children
165 Cook St., Suite 304
Denver, Colorado 80206

Harland Irvin, Director
Texas Education Agency
% Special Education Division
201 East 11th Street
Austin, Texas 78701

Robert Dantona
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
U.S. Office of Education
Dept. of Health, Education and Welfare
7th and D Streets, S.W.
Washington, D.C. 20202

SOURCES OF INFORMATION

There are two additional primary sources of information on recreation and physical activity for handicapped children and youth, including children and youth who are deaf-blind. They are:

Dr. Julien Stein
Information and Research Utilization Center (IRUC)
% American Alliance for Health, Physical Education and Recreation
1201 - 16th Street, N.W.
Washington, D.C. 20023

Dr. Fred Martin
Therapeutic Recreation Information Center (TRIC)
Center for Leisure Studies
University of Oregon
Eugene, Oregon 97403

WRITERS AND RESOURCES

The following is the address and a brief background sketch of people who wrote the articles and papers which appear in this publication.

Mr. Richard L. Austin, M.S.
Assistant Professor of
Landscape Architecture
Department of Landscape Architecture
Kansas State University
Seaton Hall
Manhattan, Kansas 66506

Mr. Austin's primary experience is in the field of Therapeutic Recreation Facility Design and he is interested in on-site consultation for development of recreation facilities for multi-handicapped persons.

Mr. Louis J. Bettica, M.S.W.
Assistant Director
Helen Keller National Center for
Deaf-Blind Youth and Adults
111 Middle Neck Road
Sands Point, New York 11050

Mr. Bettica is interested in working with the Deaf-Blind in recreational areas such as: games, fishing, bowling, tours, etc.

Dr. Steve A. Brannan
Associate Professor of Education
Program Director in Mental Retardation
Portland State University
P.O. Box 751
Portland, Oregon 97207

Dr. Brannan has worked directly with an Outdoor residential camp for children and youth with varying disabilities. This has developed into a year round program serving many handicapped individuals in the Portland metropolitan area.

Mr. Jerome D. Brown, M.A.
Consultant, Hearing Conservation
Services
Division of Special Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Mr. Brown has served on the State Advisory Committee in diagnostic and direct service to hearing impaired children and administration. His current role is Consultant for a broad range of program development in hearing conservation, administration, funding, etc.

Dr. Paul D. Cotten
Director and Coordinator
Mississippi Deaf-Blind Program
Ellisville State School
Ellisville, Mississippi 39437

Dr. Cotten is currently involved in the provision of recreation programs for deaf-blind in residential facilities for mentally retarded, the South East Regional Camping program for Deaf-Blind, and will be offering Visual Recreation programs for blind-multi-handicapped, which will include a program of personal and social adjustment.

Dr. Charles Dougherty
Director, Parks and Recreation
Department Therapeutic Program
151 W. Mission Street
San Jose, California 95110

Dr. Dougherty has conducted a deaf-blind community recreation demonstration program.

Mr. Ernest Drapela, M.S.
Instructor-University of Oregon and
Assistant Director Parks and
Recreation Department
777 Pearl Street, Suite 105
Eugene, Oregon 97401

Mr. Drapela is teaching courses dealing with service to deaf-blind and is involved with the administration of public recreation agencies with a strong specialized recreation program.

Mr. Gary Cannon, B.S.
Director, S.E. Regional Summer and
Extension Training Program
Mississippi Deaf-Blind Department
Ellisville State School
Ellisville, Mississippi 39437

Mr. Cannon has organized various summer camp program activities, swimming, camping, etc. He also evaluates and refers deaf-blind people to various agencies in Mississippi.

Mr. Jack English
Coordinator, South Central Regional
Center for Services to Deaf-Blind
Children
1966 Inwood Road
Dallas, Texas 75235

Mr. English serves as coordinator of services to Deaf-Blind children in the South Central Region.

Dr. Hollis Fait
Professor, Physical Education
University of Connecticut
U-110
University of Connecticut
Storrs, Connecticut 06268

Dr. Fait is the Project Director for a training grant for physical education for the handicapped at The University of Connecticut. He has trained teachers for the handicapped as Recreation Directors for the Deaf. He is interested in training physical education teachers for deaf-blind and in developing curricula for teacher training.

Mr. Ronald K. Gascko, M.S.
Recreation Director
Indiana School for the Blind
7725 North College
Indianapolis, Indiana 46220

Mr. Gascko directs recreation activities at the School for the Blind, working with high functioning impaired children and is currently developing means for greater programs and activities for all clients served by his agency. Swimming, skating, and trampoline are a few of the activities he involves his clients in.

Ms. Carole J. Hanson, M.A.
Instructor, Recreation Education
Program
University of Nebraska-Omaha
Omaha, Nebraska 68100

She has made several site visitations to deaf-blind programs and assisted in program development.

Dr. Gene A. Hayes
University of Waterloo
Waterloo, Ontario, Canada

Dr. Hayes has been active in therapeutic recreation service for a number of years.

Mrs. Lillian Helgason
Consumer, State of Minnesota
Committee Chairwoman
Centers and Services for Deaf-Blind
Children
1803 Alta Vista Drive
St. Paul, Minnesota 55113

Mrs. Helgason is a parent of a deaf-blind daughter and has spent twenty-one years in involvement with the problems and rewards of the deaf-blind. She is currently the Chairwoman for Centers and Services for Deaf-Blind Children in the State of Minnesota. She has helped organize local school district [illegible] programs for the deaf-blind children. Mrs. Helgason is interested in programs for the growth of the deaf-blind child, including spiritual, recreational, and emotional areas.

Mr. William A. Hillman, Jr.
Coordinator, Unit on Physical Education
and Recreation
Bureau of Education for the
Handicapped
Office of Education
U.S. Department of Health, Education
and Welfare
7th and D Street, S.E.
Washington, D.C. 20202

Mr. Hillman serves as Project Liaison Officer for the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults.

Mr. Joel R. Hoff, M.S.
Coordinator of Services for Deaf-Blind
Children
Florida School for the Deaf-Blind
Box 1209
St. Augustive, Florida 32804

Mr. Hoff seeks out and negotiates for services (education, summer recreation, etc.) for children with severe visual and auditory impairments.

Mr. Gordon K. Howard, M.A.
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242

Mr. Howard was Institute Coordinator and Trainer for the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults, at The University of Iowa. He has worked in correctional recreation in the State of Iowa.

Mr. Robert Jay Howell, M.A.
Program Specialist
East San Gabriel Valley School for
Multi-Handicapped Children
Los Angeles County Schools
360 W. Mauna Loa Avenue
Glendora, California 91740

Mr. Howell is a teacher of deaf-blind multi-handicapped children, supervisor of instructional programs for deaf-blind, and is camping director for the Deaf-Blind camp program. He has participated in camping and summer recreational programs for deaf-blind and has been involved in the Special Olympics for the Multi-Handicapped in California.

Dr. W.W. Keenan
Deaf-Blind Services
Minnesota Department of Welfare
Centennial Building
St. Paul, Minnesota 55155

Dr. Keenan is the former coordinator of a five state Deaf-Blind Region. He works with the swimming and music programs for the Deaf-Blind. He has provided consultations and guidance in grant applications and program development for deaf-blind agencies and service centers.

Ms. Mary Ann Meyer
Recreation Activities Coordinator
Student Services
Iowa Braille and Sight Saving School
1102 G. Avenue
Vinton, Iowa 52349

Ms. Meyer works with integrating Deaf-Blind youngsters into regular programs for vision impaired children at the Iowa Braille and Sight Saving School, Vinton, Iowa. She has worked with programming, supervising, leading and counseling the visually impaired. Ms. Meyer also supervises the recreation staff and helps plan their tasks in carrying out recreation programs. These include: swimming, sponge painting, motor activities, outdoor play, trips, puppetry and camping. She is interested in on-site consultation, publications, funding from public groups, etc.

Mr. Thomas R. Miller, B.A.
Pre-Vocational Workshop
Deaf-Blind Program
New York Institute for the Education
of the Blind
999 Pelham Parkway
Bronx, New York 10469

Mr. Miller is a teacher for Rubella children and assistant teacher for pre-primary grade level children. Mr. Miller works with sporting activities such as: basketball, soccer, modified softball, and weekly parties for deaf-blind adolescents in the workshop.

Dr. John A. Nesbitt, Professor
Recreation Education Program
The University of Iowa
Iowa City, Iowa 52242

Dr. Nesbitt started working in rehabilitation and recreation in 1957 and since then he has been involved in therapeutic recreation service program leadership, administration, training and research.

Ms. Vera H. Schiller
Western Region Representative
National Center for Deaf-Blind Youth
and Adults
102 N. Brand Blvd.
Glendale, California 91203

Ms. Schiller has a varied background in Social Services in an agency which serves the blind and deaf-blind, especially at the Industrial Home for the Blind. She serves as a liaison with rehabilitation agencies and programs which can be encouraged to serve the deaf-blind youth and adults. Community education concerning the special needs and problems of the deaf-blind is a high priority program area she is concerned with. Ms. Schiller would like to share any and all information on the Deaf-Blind programs around the country which may help improve other agencies as well as their own.

Dr. Clifford T. Seymour, Chairman
Department of Leisure and Recreation
Services
Division of H.P.E.R.
Southern University
S.O.B. P.O. Box 9752
Baton Rouge, Louisiana 70813

Dr. Seymour assists State Schools for the Deaf and Blind in developing programs in Louisiana. He also acts as consultant and field work supervisor in conjunction with Southern University in the area.

Dr. Claudine Sherrill
Professor and BEH Project Director
Physical Education and Recreation for
the Handicapped
Texas Woman's University
Denton, Texas 76204

Dr. Sherrill works with teacher preparation and training and direct services and has administrative responsibilities in physical education and recreation for handicapped. She is currently interested in program planning and implementation in physical education and recreation; parent counseling, and the organization of family recreation.

Ms. Carol Stensrud, M.A.
Instructor
Chico State College
Chico, California

Ms. Stensrud directed a summer recreation program for deaf-blind children, served as a consultant to the Recreation for Deaf-Blind Project and completed her Master of Arts work at The University of Iowa.

Mr. Lilchandra Sookram, B.Sc.
Recreation
D/B program: Meyers Clinic for the
Rehabilitation of Retarded Children
Beatrice State Home
Lincoln Street
Beatrice, Nebraska 68310

Mr. Sookram works directly with Deaf-Blind children and adolescents in planning activities that are goal oriented towards normalization, working with eye-hand coordination, outdoor skills (running, jumping, climbing, etc.). He is currently involved in planning and directing activities for deaf-blind children and adolescents on playgrounds.

Ms. Jan Thomas, B.S.
Motor Specialist
Deaf-Blind Department
Colorado School for the Deaf-Blind
Kiowa and Institute Streets
Boulder, Colorado 80903

Ms. Thomas works directly with children ages 5-13 as a Motor Skills Specialist. She has 16 young people that she works with on balance, eye foot coordination, body image activities, tumbling activities, aquatics, and rhythm activities. Ms. Thomas also works with an after-school and weekend recreation activities program at the school. She is interested in on-site consultation and programming in motor skills and development for the deaf-blind.

Ms. Mary Joanne Thompson, B.A.
Institutional Teacher
Woodward State Hospital School
Woodward, Iowa 50276

Ms. Thompson is a teacher of Mentally Retarded Deaf-Blind for the Woodward State Hospital School. Some of the activities she is involved in are: music, dance, fine and gross motor skills, group games using outdoor equipment and developing normalized activities, including around the home duties: baking, cleaning, etc.

Mr. Louis M. Tutt, M.A.
Special Educator - Motor Skills
Consultant
Michigan School for the Blind
715 W. Willow
Lansing, Michigan 48906

Mr. Tutt is a teacher consultant in the motor skills area. He is interested in the programming aspects of the school situation, such as: curriculum in physical education, assessment and evaluation of motor skills programs in schools and institutions.

Mr. Charles C. Woodcock, M.A.
Superintendent
Iowa Braille and Sight Saving School
Iowa Board of Regents
1002 G. Avenue
Vinton, Iowa 52349

Mr. Woodcock has had twenty years of experience in teaching and administration of programs for the blind.

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